

SRC takes postgraduate education to task for being too narrow

by Alan Cune
Science Correspondent

British postgraduate education must become more diverse and broadly based if national needs are to be met. This is the principal theme of two reports *Postgraduate Training* and *New Postgraduate Patterns*, published this week by the Science Research Council.

The most significant recommendation in *Postgraduate Training* is the suggestion that the SRC should seek a substantial increase in maintenance grants paid to students working in research areas judged to be of particular importance to the nation.

The chief conclusion in the report, the work of a nine-man committee chaired by Sir Sam Edwards, SRC chairman, is that: "There is insufficient diversity in the types of education offered to students to meet the needs of industry, commerce and the public services for science based postgraduates in the wide variety of careers outside research."

It recommends:
● A new form of training of equal status to that PhD based on course and project work across a broad spectrum. The SRC should bring together representatives of the universities and polytechnics, industry, and government departments to formulate firm proposals.
● Some research studentships should be awarded competitively to students who would be free to choose their own project, supervisor and department.

Unfinished Paper leaves Scottish universities in air

Although the White Paper on devolution was nearly written, the Government had not finally made up its mind on the position of the Scottish universities, Mr. Short, Lord President and Minister responsible for devolution, told representatives of the universities last week.

In a meeting that was called disappointing and "a waste of time" by some of the Scottish principals and vice-chancellors, Mr. Short said the White Paper was all but written, except for three outstanding issues of which the position of the universities was one.

After listening to representatives of the eight Scottish universities, including students, Mr. Short had an informal tea meeting with university principals, at which the case for retaining a United Kingdom university grants committee was put to him.

Sir Sam Curran, principal of Strathclyde University, told Mr. Short of the need to retain contacts with British industry, in order to provide Scottish graduates with the fullest outlet for their skills.

Dr. George Burnet, principal of Heriot-Watt, emphasised the needs of scientists and engineers working in Scotland and the problems of financing their work within a devolved system of government.

Sir Hugh Robson, principal of Glasgow University, told Mr. Short that the university was left in no doubt that the majority view in the Scottish universities was that they needed to know more details about the assembly and its powers before they could give an intelligent answer to what to do with the universities.

It is understood that some of the principals were privately disappointed by Mr. Short's lack of knowledge of the universities' situation. He seemed surprised, for instance, that there were fears about representation on the assembly, although Mr. Short said he had been told that the universities were in favour of the assembly.

He was told that interference with the financing of medicine in the Scottish universities would lead to a wholesale migration of the more able students.

● The SRC should continue to give preference in allocating studentships to departments that provide broadly based postgraduate courses. The first year of all PhD courses should contain a high proportion of broadly based compulsory taught courses; successful completion of the course would lead to a master's degree and the chance to proceed with research.

● The SRC should encourage universities and polytechnics to join in consortia and, with scientific and technical bodies outside, to develop wide ranging and flexible programmes of postgraduate courses.

● The Cooperative Awards in Pure Science scheme, total technology and awards given by the SRC/SSRC joint committee should be increased.

● The SRC should seek a substantial increase in the value of studentships in special areas and on training schemes judged to be particularly important for the nation's economy.

The report says that 10 per cent of the training awards made by the SRC are at present based on training schemes. "In today's circumstances, when only a minority can hope for a pure research career, it can be questioned if it is right or even justifiable that so many postgraduates should receive training which, while not actually preventing them from taking up a variety of careers outside research, is seldom planned with such careers in mind."

The working party justifies its argument for differential grants on national grounds. "It is claimed by virtually all of those involved in teaching postgraduate engineering that no major progress will be made in engineering research in this country until really able students can be attracted into postgraduate courses and that this will not happen until we pay our students a salary which is not merely a small fraction of what they can obtain in industry soon after graduation."

New Postgraduate Patterns is the second report of the joint SRC/SSRC committee on broader postgraduate education involving the natural and social sciences. The committee, chaired by Lord Ashby, former master of Clare College, Cambridge, recommends that after 1975 it should continue in a strengthened form to administer an enlarged programme of studentships for cross-disciplinary courses and research. It also recommends that it should be able to finance modest research programmes in the area of collaboration between the natural and social sciences and it should be able to fund academics who want to be trained as future interdisciplinary postgraduate students.

The total cost of these and other recommendations will be about £1 million annually.

Postgraduate Training, *New Postgraduate Patterns*, both available from the SRC, State House, High Holborn, London WC1R 4AT. Comments on both reports are invited and should be sent to the SRC as soon as possible.

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Forced labour fear brings Rhodesians to Britain

by Mark Jackson

Fear of forced labour is the main factor in the sudden increase in the numbers of young black Rhodesians coming to study in Britain. A widespread belief that the Smith regime has embarked on a secret drive to force unemployed teenagers into military service, or compulsory labour is producing a panic exodus.

Newly-arrived students will tell the annual congress of the National Union of Zimbabwe Students (NUZS) in London this weekend of friends who, they allege, have been kidnapped by the authorities. Some have stories of their own narrow escapes.

The students are angry about press reports that they have been encouraged to come to Britain as part of a political manoeuvre aimed at forcing the Government to disgorge more of the £500 million promised to spend on Rhodesian black education in the 1972 Pearce report. Their fury is shared by an executive member of the union, who says that the reports are based on an executive member's remark at a press conference last week. But it was immediately repudiated.

Mr. James Mubvumba, former

vice-chairman of the Southern Rhodesian African Teachers' Union, who is a leading member of the NUZS education committee said: "The youngsters are very affronted by the suggestion that they are being made to come to Britain as part of a secret drive to force unemployed teenagers into military service, or compulsory labour is producing a panic exodus."

Mr. Mubvumba and a group of the committee are pressing the union to embark on a foreign tour to the rumour. They want evidence taken from the 1,000 students who have arrived here during the past three months.

Mr. Mubvumba's executive goes to the report should be completed within a month. The evidence will then be presented to the Foreign Office. If they are prepared to listen," says Mr. Mubvumba—or to international bodies such as the Organisation of African Unity.

Meanwhile, the executive are concentrating on trying to mend the damage which they fear has been caused both to the student's cause in Britain and to their own unity by the press reports of kidnapping.

Mr. Mubvumba, former

Dr Boyson urges 'close and clean' cure for PNL

by David Walker

Staff at the Polytechnic of North London united this week in opposition to the call by Dr Rhodes Boyson, MP, for the polytechnic to be closed as a result of disclosures made in a book published on Monday.

Dr Boyson said the polytechnic should be closed "for cleanliness and after three teachers from PNL claimed in their book *Rape of Reason* that it had become the target of left wing extremists, among both staff and students, whose aim was to destroy it."

But while staff went on with the induction of new students in the first week of term, the book's account of the past few years has provoked heated arguments, with opinion predictably divided along party lines.

Outside the polytechnic the book has been praised for the courage of its revelations. Mr Norman St John-Stevas, MP, and Conservative spokesman on education, called the book the best-argued case he had read for closing the polytechnic and disciplining higher education as essentials in the defence of freedom. He recommended every student to read it.

The book has been avidly read in other polytechnics. Dr Arthur Suddaby, provost of the City of London Polytechnic, said the book fulfilled a useful purpose in drawing attention to those responsible for disruption not only in education but in other activities throughout the world.

One senior man said: "The book is a very serious warning for concern and Mrs Cox had undoubtedly had a very tough time in her department; nevertheless, it would be wrong to say that there is a cancer that is spreading throughout the polytechnic. The trouble is confined to a small part."

Another senior member of staff blamed the book for frightening new students. She said students were afraid to hand over photographs of themselves because the impression had been given that the

Labour to look again at binary idea

A re-examination of the binary system of higher education has become Labour policy as a result of a successful motion at the party conference at Blackpool on Monday.

The motion, passed in the face of executive opposition, calls for a new education act which, among other things, would end private education and, presumably, the Haggling Independent University College of Buckingham—by 1980.

Replying for the executive, Miss Joan Leach, Under-Secretary for Education, said there was a widespread feeling that universities could be run more efficiently. Many people at the conference would agree. But the Government were merely asking universities and colleges to expand less rapidly, in line with existing party policy.

An earlier motion, which was heavily defeated, called for higher education for all, the abolition of discretionary grants, and the shift of resources from the universities to polytechnics and further education colleges. Proposing it, Mr Alan Runwick of the National Organisation of Labour Students attacked the Government for its "false education cuts."

"What would your reaction have been if it had been Thatcher and not Mulley imposing these cuts?" he asked.

He scolded employers of demanding education at all levels. They controlled finance and research and the boards of colleges of education and universities. "Either, they control education or our class controls it," he said. "The Labour Government should break with the capitalist system or there would be cuts in the standards of the working class."

authorities were vindictive.

Three major groupings of staff can be identified. One group, staff who preferred to remain anonymous because of what called "trouble" in his department, said the majority of staff stood up and given a point of view that opposed the conventional wisdom.

While the authors of this book say the battle has been fought and lost, it could be that their own in speaking up could stimulate a frightened and apathetic staff action," he said. "People begin to assert themselves in taking a lot of garbage from the students."

In opposition to this, members of the Association of Teachers in Technical Institutions in the polytechnic singled out for collective blame Mrs Cox and her fellow authors pointing out that the damage it will do to the polytechnic and its students.

Other members of staff have said that because the views of authors have been so well stated in the past, the book cannot contain anything new—so they do not read it.

A third view which can be attributed to the directors of further education is that the book's facts are correct and that it would do no harm to publish them, there is a danger that the polytechnic as a whole would be identified by the departments named by the book and applied to the whole.

One senior man said: "The book is a very serious warning for concern and Mrs Cox had undoubtedly had a very tough time in her department; nevertheless, it would be wrong to say that there is a cancer that is spreading throughout the polytechnic. The trouble is confined to a small part."

Hint of change in quinquennial finance system

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"I do not believe that there will be any more narrowly defined purely intellectual excellence, but a preserve of one class or one group of the community. There is a danger that systems which are highly selective will exclude the majority."

On financing, Lord Crowther-Hunt said the Government was ready to look at the advantages and disadvantages of fixed and quinquennial and any other possible alternative.

"We need to produce a change in which universities independent can get on with long range planning—while being capable of making short-term adjustments, if necessary."

Among university admissions there is a firm preference for fixed planning periods, which were as short as three years.

NEXT WEEK

University Architecture: Leeds, Edinburgh and Glasgow. Books on African and Asian Studies. A freshers conference at St. Dickinson on White Hunters. Patrick Renshaw on Hope.

Gillian Sutherland on a woman. The Times Magazine: The Labour Government should break with the capitalist system or there would be cuts in the standards of the working class.

Spectre of dole queue drives up enrolment in colleges

by David Hencke

The spectre of the dole queue is encouraging an unprecedented number of young adults to enrol for courses at Britain's 500 colleges of further education.

National enrolments, when completed at the end of the month, could well show an increase of more than 5 per cent if returns follow the trend shown in a sample survey by *The Times* in 10 areas at Britain.

Universities also appear to have had an exceptional year for admissions with several universities reporting increases of between 10 and 25 per cent.

Essex University has had an increase of 22.25 per cent in undergraduate numbers, Sussex 12.5 per cent and Stirling almost 20 per cent.

The most dramatic increases in further education enrolments is at Liverpool. Its nine colleges of further education are reporting increases of between 20 and 40 per cent on courses for the 16 to 19 age group. Part-time day release courses are however static, reflecting economies by industry in sending students to college.

In some cases, notably parts of Cumbria and East London, there is evidence of colleges being over-run by applicants and being forced to turn some away because they have neither staff nor finances to reach them.

In other cases college administrators have been pleasantly surprised to find unpopular courses, such as engineering and construction, attracting students eager to learn skills which they hope to use at a later date.

In Dorset both full and part-time enrolments are expected to grow, pushing up total enrolments to more than 6,000 at Dorset College of Further Education.

Mr John Leather, principal of the college, said he has been surprised to see that support from industry in sending students on part-time courses had not declined, while demand for O and A-level work was definitely increasing.

The Cumbria education authority has admitted that its distribution budget may well be causing students to be turned away from its colleges. At the West Cumbria College of Science, Technology, Workingmen's College, the number of enrolments could well mean that, if further cuts are introduced next year, students will be turned away.

Habakkuk attacks Crowther-Hunt

by Sue Reid

Lord Crowther-Hunt, Minister of State for Higher Education, this week received a stern rebuke for his repeated suggestion that students should only be admitted to higher education courses that were relevant to the country's future needs.

"We are attached to a system which gives weight to this diversity of view and we would suspect any single dominant definition provided by the state of what constitutes social needs."

It was unnecessary to stress the fragility of forecasts when within a period of only two years the anticipated demand for higher education in 1981 had plummeted from 750,000 to 640,000, students, Mr Habakkuk said.



addressing Oxford's Congregation at the start of his third year of office, said: "No one in the universities would argue for irrelevance. But there are many different views among individual scholars as well as among different institutions, as to what constitutes relevance."

"We are attached to a system which gives weight to this diversity of view and we would suspect any single dominant definition provided by the state of what constitutes social needs."

It was unnecessary to stress the fragility of forecasts when within a period of only two years the anticipated demand for higher education in 1981 had plummeted from 750,000 to 640,000, students, Mr Habakkuk said.

Neither was it helpful to assume that it was possible to forecast demand 15 years ahead with a reasonable degree of confidence and precision. In a society which

associated with traditional unemployment, both Brighton and Eastbourne Further Education Colleges have reported increases directly attributable to unemployed school leavers.

Government plans to cut back financial support to further education while asking colleges to expand facilities for retraining because of unemployment were condemned as an appalling paradox by Mr Bill Boarden, education secretary of the Association of Teachers in Technical Institutions, last week.

He told his members on Saturday: "The further education service is already making its contribution to reducing the numbers of young people, particularly school leavers, on the unemployment register."

"The increasing enrolments in full-time courses in colleges show a sharp contrast between what young people feel they need and the resources which authorities are prepared to provide."

'Vaizey will not be Monash V-C'

Professor John Vaizey will not take up his appointment as vice-chancellor of Monash University in Australia after a disagreement over accommodation.

Professor Vaizey, at present head of the economics department at Brunel University, had been promised a new house on the campus, but he later asked the university to suspend its building plans to save money.

Cuts in research grants had just been announced and he felt his colleagues' jobs should come before his accommodation, although the existing vice-chancellor's house was too large for his needs.

Sir Richard Eggleston, the chancellor of Monash, said after a special council meeting last Friday that it was not possible to say that Professor Vaizey had resigned.

He said a cable had been received on September 16 from the professor which said: "We have decided reluctantly to stay here."

A letter dated September 19 had then been received which made no reference to the cable but confirmed the attitude expressed in it. A handwritten addition also asked the university whether it did not think it should reconsider its appointment in the light of the consideration set out in the letter.

Monash prepared a statement, Sir Richard said, explaining that Professor Vaizey wished to withdraw and saying this had been accepted by the university. Professor Vaizey had agreed to this by telephone, on September 30.

But the next day Professor Vaizey had telephoned the university to say he did not agree that he had resigned and would not agree to the press announcement.

In a later statement on Monday, Sir Richard said Professor Vaizey would definitely not be vice-chancellor. He would not say whether the university would readvertise the job.

Professor Vaizey said this week that a university had quoted his regrammed statement of regret out of context. It was part of a much longer telegram. This and his subsequent letter had been an attempt to find out where he and his family should live if the plans for his new house were cancelled.

He said he then heard nothing further from the university until a telephone call early one morning asking him to agree a press statement about his withdrawal. He had refused to accept a statement that he had not seen in writing.

Professor Vaizey added: "I was looking forward very much to going, particularly after the warm welcome I received from students and staff. But if the university administration has decided my appointment is not going ahead, I will be delighted to stay at Brunel, where I have been happy for ten years."

These questions, added Mr Habakkuk, had been considered by the Robbins Committee over a decade ago when the inability to present quantitative estimates of the future demand for highly qualified manpower was confessed.

The sort of man and woman the country needed was a large and fundamental matter, he added. The distribution of the university population between subjects could, in principle, be determined by the preferences of those wishing to enter universities, by the needs of the economy for trained manpower and by the intellectual traditions of the university.

In practice all three forces played a part in determining the balance of subjects and it was not true to say that universities produced whatever they liked.

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Train medical doctors through OU Southampton dean proposes

by Alan Cane
Science Correspondent

A scheme to train up to 300 medical doctors a year through the Open University (OU) at a considerable financial saving on the existing medical courses has been outlined by Professor E. D. Acheson, dean of the medical faculty at Southampton University.

Speaking to the Institute of Medical Engineering at Bath University, Professor Acheson argued that the OU medical courses would add freedom and variation to a rigid system of orthodox medical schools: "Our current narrow and rigid selection procedure, based principally on the fruits of science specialisation, is the sixth form inevitably has a limiting effect on the range of interest of the product."

Professor Acheson went on to say he believed that the range of skills and aptitudes required in modern medicine is too diverse to be met from a specialized group of seventeen-year-olds selected principally for their ability in the physical sciences and mathematics.

He thought that the mature men and women who would have the opportunity to graduate in medicine through the OU might be particularly suited to staff the "cinderella" specialties such as geriatric medicine, pathology and anaesthetics.

Professor Acheson said any OU medical course would need the blessing of the Department of

Health, Department of Education, the General Medical Council and the help of several existing medical schools.

He thought it would be divided into two parts, the first lasting from two to five years, according to the ability and experience of the student. The course would be taught on the established pattern of OU courses. "In case my estimate of a lower limit of two part-time pre-clinical years seems derisory, the professor said, "I may remind you that the University of Dundee now offers a full-time preclinical course



lasting one year for science graduates." He added that anatomy could be taught using teaching media and that such dissection as would be deemed necessary could be taught at a medical school in the long vacation.

The second and clinical part of the course would be full-time and last about two and a half years. It would be taught either in existing medical schools or in specially created clinical education centres constructed in conjunction with selected district hospitals.

Professor Acheson argued that standards would be maintained: "A system of medical education associated with the OU would be intended for mature men and women with a high order of dedication to practice medicine. Entry to the second, full-time clinical part of the course will by definition be limited to those who have demonstrated unusual ability and determination by completing a taxing pre-clinical course by independent study, on a part-time basis while still supporting themselves.

"Performance will be subject to all the usual safeguards applied by external examiners and by the supervision of the General Medical Council. Given this material and provided the class size is kept small in the clinical centres—I believe that very high standards can be obtained," he said.

The Open Medicine Trust, an organization which has been campaigning for medical courses at the OU, is to conduct a feasibility study into OU degrees for nurses.

DES wants further London cuts

by David Hencke

The six teacher training units in London have been asked by the Government to shed a further 428 places, reducing numbers to 2,272 instead of 2,700 in 1981.

A letter from the Department of Education and Science to the Inner London Education Authority suggests a new series of cuts for the colleges including provision for in-service teachers. The DES is also concerned about the future of the Hill College, which will have only 670 out of 1,500 places devoted to teacher training in 1981.

The Department has approved the merger of Furzedown and Philippa technical colleges to form a mono-technical college of 600 places and the merger of Battersea College and the annex of Rachel McMillan with South Bank Polytechnic.

The ILEA deplores the Government's latest suggestions for cuts. Academic staff at Wolverhampton Polytechnic are concerned about the 12 month delay in finding a solution for the merger of Dudley College of Education with Wolverhampton's two colleges to form a polytechnic in the two towns.

Mr Robert Smith, director of the polytechnic, said this week he would welcome a merger with Dudley since it could produce a 700 strong teacher training unit that could offer courses from nursery and primary training to secondary and the training of technical teachers.

Staff at Dudley College of Education want a merger with the polytechnic but the local authority would like the college to merge with its college of further education.

Leicestershire Education Authority, faced with a massive increase in the number of students at Leicester College of Education and Leicester Polytechnic, has sent two plans to the DES.

The authority has said the department should choose between a complete merger of the college and polytechnic, favoured by the authority, or an academic association, favoured by the college and the county council.

Linguistics studies given airing

There is nothing inherently difficult in linguistics, Professor John Sinclair told the one-day conference on the Teaching of Linguistics held recently at Middlesex Polytechnic.

Professor Sinclair, of the University of Birmingham, emphasized the need to consider the course aims: an awareness of the knowledge and skills available; a competence to handle creatively at least one current and fairly comprehensive linguistic theory; and an ability to relate linguistic problems and relate linguistic skills and knowledge to surrounding areas.

Given these goals, the relevant coverage required was determined by whether linguistics formed the core, subsidiary part of the course, whether it was compulsory or optional, and whether it was an academic or a professional study.

Professor Sinclair outlined four faults in current attitudes towards linguistics:

● First, linguistics was too difficult both in subject matter and in terminology; if linguistics seemed too difficult, he said, then there must be some fault in our handling of it.

● Second, the pseudo-scientific air which made it unwellcome in both the arts and the sciences faculties;

● third, a pre-occupation with narrow curriculum-hunting;

● fourth, a tendency to resort to linguistics as a fashionable panacea.

In the discussion that followed, there was general agreement that the "output" rather than the syllabus, linguistics could afford to be less defensive, and that linguistics would be more productive if linguists formed a bridge with other areas of study.

These questions were explored during the afternoon session in the separate seminar groups examining higher education curriculum. English, modern languages and teaching English as a foreign language, communication studies and style, and grammar and semantics.

Sir Alex backs work before college call

Sir Alex Smith, the new chair of the Schools Council, supports work experience for the 16-year-old age group when he has been asked to give the opening address at the Schools Council meeting at Wolverhampton last Thursday.

Sir Alex, who retired from the Schools Council last year, told the annual meeting of the London and Home Counties Regional Schools Council last Monday.

Sir Alex, 16-year-olds should be able to leave school and complete their education at further education colleges interspersed with experience.

Sir Alex, director of Manchester Polytechnic, said he agreed with the concepts outlined by Sir Law, could be more suitable for the former than the present system, but declined to say whether he would be prepared to endorse such proposals during his term of office.

During his address at the meeting called "Polytechnics—Today and Tomorrow", Sir Alex repeated many of the warnings he gave in a speech in Canberra (THE TIMES, 25th July).

He also defended the blurring of the lines between the two types of institutions, saying that a "bi-modal" description of institutions might be better than the current one. He argued that those who said that the two types of institutions were incompatible were wrong. He said that the two types of institutions could be combined in a way that would be beneficial to both.

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Prove your sincerity to black students—Sithole

by Mark Jackson

The 1,500 Rhodesian African students in Britain have become a key issue between the British Government and the Zimbabwe nationalist leaders. Relations between Britain and a future black government in Rhodesia are likely to be permanently affected by the way the British Government decides to treat the students now.

The Rev Ndabangini Sithole, the Zimbabwe nationalist leader, said in London on Tuesday that the African National Council regards the students' treatment as a test of Britain's real attitude towards Rhodesia.

"This is the final chance to prove Britain's sincerity," he said. "You refused us military help against Smith; if you now deny us educational assistance, what is there left?"

At a meeting with Ministry of Overseas Development officials on Tuesday afternoon, just before he returned to Lusaka, Mr Sithole had offered a virtual deal: the Africans would for the present not press the Government to declare its policy towards students who would arrive here in future in return for full educational provision for those already here.

But the ODM representatives were only prepared to discuss those students who have been accepted by educational establishments—about half the total number of young Rhodesians already here. It was made clear that these are the only ones for whom the ministry will provide grants, and the rest will be left to whatever arrangements the Home Office decides to make.

An interdepartmental plan to provide educational grants for half the estimated 1,500 black Rhodesians will be put to ministers for final approval today.

The plan was agreed in principle at the Blackpool during the Labour conference by the Home Secretary, Mr Jenkins, and Mr Prentice, the Minister for Overseas Development. Overseas Development will accept responsibility for those students who are already receiving its grants as a nucleus which it has been trying to hand over to various other bodies.

It is likely that the British Council will be asked to handle the bulk of the students who are already here, while the task of administering the grants and liaising with the colleges concerned—despite the fact that at present it lacks the necessary machinery and contacts—TES.

He agreed that many of those who had arrived in Britain were not necessarily to be regarded as students in British terms, and might be seeking training rather than academic education.

"But we are going to need secretaries and technicians in Zimbabwe," he said. "They cannot get the education they need in Smith's Rhodesia."

The cost of providing grants and fees for all 1,500 would be around £2m annually, for which Overseas Development has the funds; but the ministry regards its responsibility for even those students who are already receiving its grants as a nucleus which it has been trying to hand over to various other bodies.

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The Rev Ndabangini Sithole

The senior civil servants who have drawn up the plan take the view that those Africans who have not already got places lack the qualifications to pursue their studies within our educational system.

"If the British Government thinks that we are going to be satisfied with seeing these youngsters turned away from the door, they are very wrong," said Mr Sithole. "They came here to learn, not to be unskilled labourers."

He agreed that many of those who had arrived in Britain were not necessarily to be regarded as students in British terms, and might be seeking training rather than academic education.

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Staff review in £1.2m savings bid

by Alan Cane

Southampton University last year attracted more Science Research Council money than any other single university outside Oxford and London. It has filled its student quota in every subject area and has a proud academic record in subjects as diverse as engineering, music and electro-chemistry.

Yet this week Professor Laurence Gower, the vice-chancellor, circulated a letter to all staff warning that the university could be £700,000 in the red by the end of next year.

The letter explains that the university's award for recurrent costs in 1975-76 came to only £8m, £700,000 less than the amount needed to meet existing commitments.

"Provided that the maximum economies are practised we should be able to get by during the coming year, but only by using up virtually the whole of our reserves," said Professor Gower told THE TIMES.

A working party has been established to plan all possible economies, with the aim of saving not only £700,000 but a further 5 per cent of the university budget, a grand total of £1.2m.

But the Government decision not to compensate for inflation has eroded even that grant, and an entire department—diagnostic radiology—has had to be abandoned. The total loss seems to be one professor, eight academics posts and 10 support staff, a total of about £100,000.

Despite financial problems Professor E. D. Acheson, dean of the school, said he was pleased with progress. He did not think financial responsibility for the medical school should be shifted to the UGC.

"The finance has to be separate from the Department of Health and Social Security—otherwise it becomes very easy for expediency to become the guiding line and standards could be compromised."

Another broadside in favour of student loans was published this week by the Institute of Economic Affairs. In a pamphlet advocating such experiments to finance higher education, Mr Alan Maynard says that more institutions on the lines of the independent University College at Buckingham could emerge.

If students paid the full cost of their higher education through the loans system it would free universities and colleges from their present dependence on Government grants and accountability to the taxpayer, says Mr Maynard, an economics lecturer at York University.

He adds that "with student loans and full-cost pricing the institutions would derive their income directly from their customers for whose demands they would have to cater."

Loans "would give the consumer (the student) the power to penalize (inefficient producers (universities), polytechnics and colleges of education) by withdrawing it," he says.

Mr Maynard also argues that loans would be more equitable than the present grants system, which involves taxpayers subsidizing students who will eventually be better off than themselves.

"At present, the effect of inflation and the Government's reluctance to increase grants is that some students have inadequate resources to finance their consumption of higher education. Student loans would enable them to borrow to maintain their living standards and would remove some of the inequity inherent in the present system of grants."

Nottingham University is facing one of the worst situations. Mr Douglas Singleton, the university's accommodation officer, said last week that nearly 200 students were without permanent accommodation. He claimed that students had failed to notify the university of their impending arrival and, despite warnings on the Nottingham accommodation crisis, had simply expected to find a home.

Mr Singleton said post-graduate students will find it more difficult to house, but there was also a problem involving late entry students who had successfully gained places at Nottingham through the UCCA clearing house scheme.

Oxford University has said that the student housing situation appears no worse than last year but the university's students' union claims that more than 100 undergraduates may be without permanent homes.

A union spokesman said last week that because of the high demand for accommodation it was expected that emergency measures would be introduced. However, the Oxford University Accommodation Committee emphasizes that the university authorities will only be asked to make plans for emergency accommodation if the situation seriously deteriorates.

Salford University is asking some students to share rooms in halls of residence this year and last week it was estimated that some 50 students or more would be without permanent accommodation. Emergency accommodation is being provided on mattresses in the university buildings.

Similar emergency accommodation is being provided at Birmingham Polytechnic, at Birmingham where 40 undergraduates are homeless, camp beds have been provided in halls of residence.

Post-graduates and married students are creating housing difficulties at Strirling and Loughborough Universities.

Also next week, Welsh Universities and Devonian, by Gwyneth Daniel, and University Architecture: Oxford and Cambridge.

News in brief

Cuts protesters to lobby MPs

A mass lobby of Parliament and a rally is to be staged on October 21 by the Council for Educational Advance and the South East Regional Council of the TUC against cuts in education expenditure.

Between them they represent over 2.5m trade unionists and over 40 educational, political and community organizations.

The rally will be held at the Central Hall, Westminster, at 7 pm and speakers will include Mrs Renee Short, MP, Mr Fred Jarvis, general secretary of the National Union of Teachers, Mr Laurie Sapper, general secretary of the Association of University Teachers, and Mrs Mario Patterson, chairman of the TUC education committee.

The Polytechnic of Wales Glamorgan Polytechnic is to drop its title and become The Polytechnic of Wales as a result of its merger with Glamorgan College of Education, Barry. Mr Mulvey, Secretary of State for Education, has approved the new title for institutions and new instruments and articles of government.

Mr Clement Roberts, the former principal of the college, becomes deputy director of this polytechnic.

Goldsmiths' chair filled Professor Maurice Craft, chairman of the Centre for the Study of Urban Education at La Trobe University, Melbourne, has been appointed to the Goldsmiths' Chair of Education in the University of London. He was formerly senior lecturer in the Institute of Education, Exeter University.

Launceston's Indian export A microelectronics course designed by Launceston University for teaching in India and Malaysia. The Leveham Trust has awarded a £16,800 grant to the university's microelectronics unit so that courses can be adapted for use overseas.

Decade of accountancy The London School of Accountancy recently celebrated the tenth anniversary of its foundation. The college, which enrolled just 600 students on its courses in 1965, now caters for 15,000.

Scottish-educated students still do worse than English

The failure rate of Scottish-educated students in St Andrews University's science faculty was halved between 1973-74 and 1974-75, according to figures issued by the university last week, but the difference in performance between English-educated and Scottish-educated students remained high.

In science, about 16 per cent of Scottish-educated students failed first year, and about 5 per cent of the English-educated. In arts, some 13 per cent of the former failed first year, and about 3 per cent of the latter.

At a press conference called to discuss student performance, the principal, Dr J. Steven Watson said the problem of discrepancy in performance between students with the General Certificate of Education and those with the Scottish Certificate of Education was common to all Scottish universities, but appeared most clearly at St Andrews which was an educational melting-pot with a high proportion of English-educated students.

The problem reflected different school traditions—in England some pupils were trained like racehorses from age 13 or 14, while in Scotland schooling remained more general. The entrant from the Scottish school had given less proof of his ability to specialize, and therefore one could expect the failure rate to be higher among Scottish entrants.

The university might cut its failure rate by demanding higher levels of SCE qualification—but it had a duty to take risks. It was more concerned with potential than with performance at 16.

The society wanted a foundation year, more projects and tutorials, more orientation towards teaching, and a better framework for student discussion. None of this involved spoonfeeding.—TES

The Open University should take the lead in creating a national scheme for adult education in which certification could be rationalized and learning materials developed centrally. Mr Norman Woods, regional director for the OU East Midlands region, has proposed, in the latest issue of Adult Education, that it is his hope that the OU will be encouraged to make proposals for a range of learning materials which could be developed and tutored by adult agencies within a national framework for accreditation and certification of progress made in continuing education.

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It had also been argued that standards in Scottish schools had been falling and he had noted various indications of disquiet from a number of Scottish universities about standards in languages, mathematics and physics. It might be that schools were turning out more sophisticated and artistically conscious pupils than in the past, and that in the changed emphasis pupils were losing academically.

In that case, it was argued, the university should remedy the academic shortfall. But this was not very easy.

St Andrews would always want to bring its products to the international standards which it had always accepted in the past. The university had not been consciously raising standards, but had been trying to maintain them.

Next day the student failure rates society responded with a press conference in which they described St Andrews as the most backward university in Scotland in terms of student performance.

The fact that the failure rates had dropped after students had drawn attention to them last year showed that the problem lay not in the students but in the university. Students could not be expected for anything that would make it easier for anyone to get a final degree—but the university had a duty to help students through the first year.

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If the OU proposed a scheme to harness its expertise in the design of learning materials and their production with the tutorial experience and local organizational networks of

the adult agencies, we might then look forward with more confidence to the development of a nationally accepted pattern for similar ventures, he says.

Although courses would be produced centrally, what agencies would then select, what they found most appropriate, and supplement them with their own materials to meet the particular needs of the tutor and students in that area.

The OU would lead with innovative proposals for courses and would employ its educational technology and production expertise to advantage; the local agencies would be free to develop this material to meet local interests.

Local Education, from the National Institute of Adult Education, 35 Queen Anne St, London W1M 0BL. Price 60p.

Vote of confidence in 'halfway houses'

TEC course units menu will not be 'à la carte'

by Peter Wilby

The Technician Education Council is expected to publish its first standard "course units" next month. The units, mostly in engineering and building subjects, were worked out at a recent residential weekend involving 140 polytechnic and technical college teachers. Now they have to be approved by the TEC's programme committees.

Each unit will be equivalent to between 60 and 75 hours of college study. Twelve units will lead to a certificate and 25 to a diploma under the TEC's awards scheme, which will be introduced next academic year. Most advanced units will count towards the higher certificate and the higher diploma.

The standard units will not be issued as draft syllabuses, but as statements of learning objectives. Employers and lecturers will know exactly what students are supposed to know, and be able to do at the end of them.

The TEC is encouraging colleges to write their own units. Initially, the council will accept college units written as traditional syllabuses, as long as the depth of content is clearly indicated. But, when re-submitting their courses for approval after a maximum of five years, the colleges will have to present them in the new learning objectives style.

At a press conference last week,

Mr Francis Hammett, the Council's Chief Officer, said that the units would not be available as an à la carte menu from which the student could pick whatever he fancied. A student's programme would have to be approved by the TEC.

All programmes will have to include at least 15 per cent of general and communication studies which will be assessed along with the rest of the course.

Around 520 colleges, ranging from large polytechnics to small further education colleges with 20 or 30 lecturers, are likely to be involved in TEC programmes.

Mr Hammett said: "We have vast resources and expertise in running courses in the same broad area and at the same level."

It is hoped that in addition to students on block or day release and evening only courses, some wholly external students will be able to attempt the programmes.

The TEC and the Open University may cooperate to produce learning packages. The Council will also be involved in the scheme suggested by Lord Crowther-Hunt, Minister of State for Higher Education, for an Open College.

Mr Hammett, however, said: "We are anxious to avoid undermining the support of employers for day release. We mustn't give the impression that there is a cheaper and easier way."

Universities were under attack from the ideologists of the Labour Party on the left, from the Scottish Nationalists and from inflation, Mr Alick Buchanan-Smith, MP, shadow Secretary of State for Scotland, told Heriot Watt University Conservative Association last week.

Politicians and young people were questioning the value of a university education in the light of the country's economic situation. Those who valued the university must make sure the detractors did not win the day.

Three basic freedoms must be supported: freedom from the interference of politicians and ideologists, be they socialist, nationalist or anything else, seeking to use the universities for their own ends; freedom to develop as centres of excellence and civilization within the traditions for which they had long stood; and freedom from the need to exist purely to service a materialistic national economy.

Nothing could be more dangerous for Scotland's universities than that they should be subjected to control by politicians.

Wrangle over OU copyright

by Sue Reid

A dispute over copyright is threatening part of a new Open University course due to be introduced next January. The disagreement may mean that one unit of the second level course, named art and environment, may never appear in print.

The course unit in question, dealing with the role of women, division of labour and production of art, has been written by Michelene Wandor, a freelance journalist, and two colleagues. The three authors are anxious to retain world copyright but the Open University maintains this is not its policy.

Now Ms Wandor and her colleagues could possibly withdraw the unit completely. The Open University has emphasized that it must retain copyright on the whole of the unit text and is not willing to move from that decision.

The university claims that its policy of retaining copyright on course material comes from outside editors but has worked successfully in the past six years. A spokesman said this week: "We pay consultants a fee for the understanding that the university has full copyright and control of material, including the right to sell it to a third person."

Nearly half the book sales are to libraries abroad but the university employees that marketing is not its primary aim. It says that the collective nature of creating units and courses, often involving artists, designers and educational technologists, has led to the policy ruling over copyright.

But Ms Wandor, who believes she is not alone in feeling that the university's copyright procedure is unfair, said this week that she and her colleagues "were completely opposed to allowing the OU to retain copyright and subsequently publish the material elsewhere for payment. They were willing to let it handle the subsidiary rights if the course text was used in another form, whereupon payment would be shared or apportioned."

Communists boast of role at Essex

by David Walker

Members of the Communist Party have played a prominent part in student protests and disruptions during the past few years at Essex, Warwick and Lancaster Universities, according to one of the party's national organizers.

Mr Jon Bloomfield, national student organizer of the Communist Party, said in the October edition of the party journal, *Marxism Today*, that communists were the indispensable leaders of "effective" student action, particularly through the Broad Left coalition of student politicians.

It was the job of communist students to create an atmosphere of debate and controversy within higher education, he said, and to promote critical and Marxist thought in order to foster students' "ideological understanding."

Mr Bloomfield, a former research student at Cambridge University, discussed what students ought to do about cuts in public spending on education. He diagnosed a spirit of disenchantment and scepticism

among students which needed to be turned into criticism of society.

The way to do this lay through the Communist Party and a first step was the formation of committees jointly with trade unions.

"This is exceptionally important since one of the main tactics of the university and college authorities is to try to play off teachers or ancillary staff against students. Only the closest cooperation and understanding can ensure that a common approach is pursued and not one which places sectional interests above it."

He said that at Essex University in 1974 the kind of strategy pursued by Broad Left students laid the basis for cooperation with other campus trade unions.

Here the Broad Left policy of continued student strike action, along with the firm national student support, was combined with a policy aimed at neutralizing trade union opposition and weakening the basis of support among academic staff which the vice-chancellor relied on for hard-line measures against the occupiers.

"This enabled the student apparatus against the heavy sentences demanded by the university authorities to take place in an atmosphere where it was possible for all sentences to be quashed without the authorities being in a position politically to re-institute proceedings."

Mr Bloomfield went on to criticize two other student groups, the Conservatives and "social democratic" students on the one hand and the "tactically inept" International Socialists and International Marxists on the other. He accused the IS of trying to create favourable conditions for recruiting to their ranks rather than being concerned with the success of the struggle.

Communist students would play their part in making students more ideologically aware by organizing weekend "Communist universities" on the model of the annual weekly event sponsored by the party, *Jon Bloomfield, Students, Politics and the Party, Marxism Today, October 1975, 30p, 16 King Street, London WC2E 8HY.*



Warwick University's new union building, which cost £500,000 to build was handed over to the students' union last week. Designed by Goodman and Short, it contains a restaurant, four bars, a snack bar, launderette and offices, and will supplement the facilities in the existing Rottes Hall.

Aid for developing nations increases by over £100m

Britain's aid programme to developing countries for 1975-76 is expected to total £471m, an increase of more than £100m over the previous financial year, according to a report just published by the Ministry of Overseas Development.

The report, *An Account of the British Aid Programme*, outlines the scale, scope and purposes of British aid. It reveals that more than 4,000 new students arrived in Britain for training during 1974 and that nearly 2,300 British experts, including 615 teachers and 133 teacher trainers, were appointed to jobs in developing countries in the same year.

The total number of people from developing countries under training in Britain in 1974 was 14,700, including those undertaking courses in teacher training and teacher administration under the Commonwealth Education Fellowship Scheme.

Government aid totalling £295,000 was also provided for the British Volunteer Programme, which successfully recruited volunteers for service overseas. The

number of graduates and similarly qualified volunteers in post at the end of 1974 was 1,215. More than half of the volunteers were teachers.

Over 280 graduates from Commonwealth countries will begin courses of study in Britain this week by means of awards from the Commonwealth Scholarship and Fellowship Plan. They will join nearly 400 others already holding awards here.

The award holders are mainly postgraduate students but also include academic staff fellows and visiting professors. They come from 55 Commonwealth countries, from Antigua to Zambia, to attend courses at most universities and medical schools.

All award holders in Britain under the plan were selected by the Commonwealth Scholarship Commission from among those nominated as candidates by the government of their home country. The commission also nominates candidates for scholarship tenable in other Commonwealth countries.

An account of the British Aid Programme, text of United Kingdom Memorandum to the Development Assistance Committee of the Organization for Economic Cooperation and Development, published by HMSO, price 50p.

Cracked building 'will not collapse'

Contrary to reports this week, Southampton University Medical School is neither in danger of collapse nor is it being held together by steel props.

Cracks have appeared in parts of the building but a survey by Ove Arup, a London structural engineering firm, revealed these are due to minor errors in construction rather than structural defects. The building is a cantilevered beam system of construction in which beams reinforce steel girders. The beams move slightly in settlement in some places but the pins were not moved into place, allowing no movement and resulting in strains and cracks.

Some of the cracks have merely been filled in. In other cases, the pins are being freed to allow movement.

Dundee doctors go to Egypt

The Centre for Medical Education at Dundee University is to send a team to Egypt next year to help teach doctors who will work in North Africa.

The centre is the only one of its type in the United Kingdom, to be selected to take part in the World Health Organization education programme.

Twelve professors and department heads from Egypt have just finished the first three week course in Dundee, and the Egyptian visit will be in the nature of an "on-site" follow-up.

The centre, set up in 1972 to provide a centre and undertake teaching research projects for the Faculty of Medicine and Dentistry at Dundee, has grown considerably since then.

Computer fears prompt survey

Fears that computing resources and manpower are being wasted in education has led a national educational computing agency to commission a survey of local education authorities covering 40 local education authorities and 100 colleges.

The survey will be conducted by The National Computing Centre, a non-profit-making organization devoted to promoting more effective use of computers. It has been commissioned by the National Development Programme in Computing, a body set up by the Department of Education and Science.

The National Development Programme is a five-year, £2m project concerned with the use of computers for instruction in school and college education, industry and the armed services, and in the development of teaching materials and cover what teaching materials are available and in what form.

Don's diary

Second best

Nerved by an unexpected invitation to write this column, I started reading the weeklies to discover what had happened to the world since I last looked, and in this very paper I found a controversy about a speech made by a high-placed academic, and applauded by the vice-chancellors saying that universities should be places where there is academic excellence.

Mr Habakkuk was mild and concessive—so much so that he conceded his opponents' major. "The principle that universities should be responsive to the needs of society (in some sense or other of that very imprecise term) is not in question."

The extent to which universities are absolutely disinterested about what governments declare to be the "needs" of "society" is the precise extent to which they might really supply to society the only "need" they can honestly claim to have: and no sense can be given to the very imprecise term which does not subject universities to incompetent, who get along to their own satisfaction without any closer approach to thought than what can be offered by Lord Rothschild and the like.

Howbeit, the v-cs did go on record as upon the whole quite well disposed towards "excellence" and I did not know whether to be cheered up that they had at least refrained from declaring against it.

As a criterion for admission to universities, the world is steadily down from "excellence" to "settle for second" and I do not care much about a level, but I do want to see in applicants some sign of an informed interest in the subject, a capacity for making sense about (in my opinion) English literature.

But I know for a fact that in my subject good degrees are regularly given to people who are uninterested in making sense; they go out into the schools and there learn from teaching the next generation. (I do not mean any of my own pupils past or present who might see this—the people I mean would not be found reading *Journals* more ambitious than *The Sun*.)

I have reason to think that Swansea has something more like standards than most places, but I often mark things like this:

For indeed he did not hold any one such view, but was more to a meditative than active process—his poems in many ways must be viewed as individuals reflecting any one particular point of view, or this:

Articled by the love poetry is characterized by these qualities as against other poets' work of the time it has by nature a lacking in harmony, its force is never channelled against its subjects with any degree of satisfaction, or sense of completion, its might be found in later poems:

How can it happen that a student whose ordinary style is like that can get a good two-two or a two-one? I suggest four reasons.

First, another thing decreed by the Zeitgeist is the cult of "spontaneity" by which is meant not that free play of mind which only comes with maturity in a discipline, and with developing judgment, but the saying, with enthusiasm, and the inimitable charm of a young man, and so the third thing that comes into your head.

This is enough to make an undergraduate's reputation. I can imagine a student saying what I have quoted in such a way as to impress a tutor. And writing is in my subject more "spontaneous" (as if Shelley, say, did something else).

Or as another English writer put it: "This age of false education will inevitably lead to the complete destruction of all true nobility. In 100 years there will be no literary taste and no literature. A mob of machine drivers will rule."

that become good minds as they try to keep up) can make anything of it or recognize it. The loss of the notion that ranges are defined by peaks comes naturally to people who do not know that universities are the habitat of intellectual mountaineers, and it is as naturally issues in the policy of admitting dunces.

Yet the rehabilitation of excellence after the punishing days of student power continues, for instance in an editorial in the *THES* (September 12)—which also, however, told us on the authority of Robbins and the *Zeitgeist* that the mind is no longer enough. "Myself, I will start worrying about the mind's not being enough when there is too much. Meanwhile first, as the proverb goes, catch your hare."

Making sense

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But there will be plenty of verbal spontaneity. We progress towards T. F. Powys's prophecy when we fall to require steady writing from students and to judge them on it.

Second, it is argued that their senselessness is not the students' fault because they are not drilled in writing at school, and finally is too late to punish them for the system. All right, but it is not my fault either, and if I do not maintain standards of sense in my subject that certainly is my fault.

Third, for all the talk about listening to students and taking them seriously, many university lecturers, despite this, they know, to be nonsense, as if it made sense, which is a form of contempt.

Fourth, other lecturers do not themselves make sense and nonsense. Some schools, and examining boards are certainly to blame for passing nonsense. In my department we take admissions seriously

Why writing it down is the scholar's dilemma



IAN ROBINSON

By most calculations the scholarly output of academics is puny. A more page per day would produce a substantial book each year yet most of us will write no more than two or three in our lifetime. Admittances and managers dictate memos and reports off the cuff, journalists produce articles every second day, our own non-science students are set an essay a week, yet among academics in the arts and social sciences one learned paper per annum is considered creditable.

The popular image of the scholar as omnivorous reader rather than scribbling writer, as knowledge grubber rather than dispenser, is not inaccurate. It is only a minority of academics who really find writing a natural pleasure. Why?

On becoming a lecturer I received two bits of pungent if inelegant advice about writing. One professor said "writing is always hell"; the other said "better to publish shit than nothing at all". The first seems as obvious as the second seems objectionable. Every university has its two or three prolific giants with accompanying legends designed to inspire awe: "writes his articles at Senate meetings" . . . "produces more books than you or I read" . . . "dictates his chapters into mint-cassettes on the train home".

They have never presumably broken out in a heavy sweat at the sudden thought that it was all said much better 20 years ago, or succumbed to panic-stricken fears that their entire research is based on a simple and monumental fallacy obvious to any schoolboy, or suddenly grown aware that a certain tone of voice, their prose takes on an air of unrivaled pomposity.

But most of us periodically sink into depression as the subtlety of our thoughts stubbornly refuse to appear in words, or as the type, word, key, sentence, paragraph, the freshest phrases into pedestrian prose; and into deeper depression still as the possibility dawns that the ideas were never more than confusion and the phrases mere pre-emption.

And who has not, like Grand In, suffered hours of paralysis grappling with the correct location of an "only" or yet another synonym for "moreover" or something to substitute the third "not only" but also "in the same paragraph" The agonies of looking at a typewriter darkly are, I think, familiar enough.

Yet why do most academics go through such purgatory when journalists and administrators apparently do not? Novelists and poets, of course, we know, but when they write they use no tools to blame, no alibi in the constraints of time, no luck to be passed in the collective anonymity of a committee.

To write is to be exposed, not only to one's colleagues but, for worse, to oneself. It evokes long repressed self-doubts, it strikes down the odd of intellectual grandeur. Not to publish is to remain in comfortable obscurity, to leave open the possibility that one is as interesting as one can occasionally make oneself sound. Writing is self-containment.

But that is only half the problem, and the other half is perhaps more disturbing. For there is a sense in which the very nature of the intellectual enterprise discourages writing. The paradox of scholarship is that the seeking of knowledge requires different and even contradictory qualities from those necessary to dispense it: the more exacting the scholar's standards of evidence, the more sensitive his eyes for ambiguity and anomaly; the more hesitant he naturally becomes to put pen to paper, to publish is not simply to write up one's research, but to engage permanently in a trade off between the demands of scholarship and those of writing.

It is the trade off that causes the anguish. At some stage the guidelines must come down on that gloriously eternal reading programme one designed; but reading is easy and fun, and provides a sense of slow and steady progress, and it is just possible that hidden away in the next article is the conceptual key that will unlock the dungeon of confusion in which one's ideas are still imprisoned. The trouble is that it is the arrival not the journey that matters.

Even worse, there is a disagreeable bargain to be struck between what one has turned up and what one writes down. To write is to abbreviate and select in what inevitably appears an arbitrary fashion: it is to regulate knowledge painfully gathered as much as to disseminate it; compared with the brilliant original in one's mind it always appears as a crude reproduction.

If the best in academic research makes demands on the conventions of good writing cannot always meet, the reverse is also true. The best in writing is not always possible or even suitable. Truly original research involves fumbling in the dark, and non-technical vocabulary and plain prose style are not always sufficient on their own to shed light. Neologisms are sometimes necessary. And the attempt at something superior to plain English, at anything akin to literature, as often as not leads to worse writing blockages.

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Religious conversion by the book

A conversion in reverse from the religious to the secular, was completed in Oxford last week. Dr Walter Oakshott, the former rector, inaugurated Lincoln College's new All Saints Library—transformed from its old function as the church of the same name at a cost of £400,000—and later Mr Harold Macmillan, Chancellor of Oxford University, formally opened the library for use.

Internally, as the pictures below demonstrate, the change is extensive: left, before and right, after. Externally, the serene tower remains unaltered.

The conversion work, which was started in 1972 and only completed a month ago, involved deep excavations with the construction of a new floor at a higher level. The old church's magnificent ceilings have been completely restored and the two-level library now houses extensive reading rooms and many valuable books and manuscripts dating back to the fourteenth century.

The entire original 18th century interior of Lincoln College, was moved into the eastern section of the lower floor during the conversion. The church had no crypt so the excavation work to create the lower floor, which also contains science and law reading rooms, was a long, painstaking process. Archaeologists undertook a rescue dig while the building was in progress.

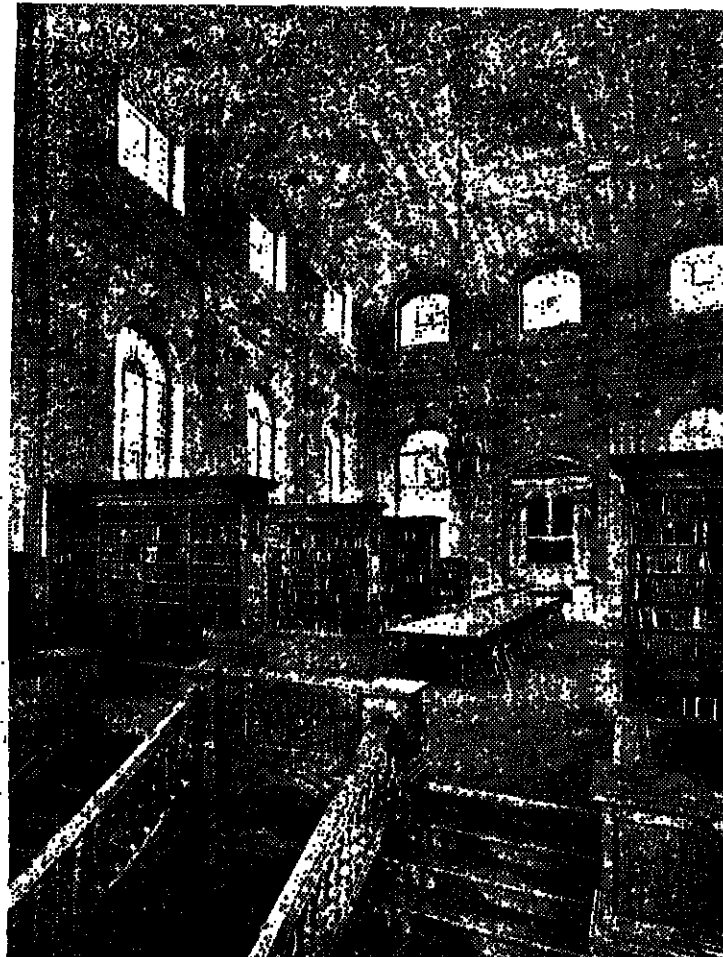
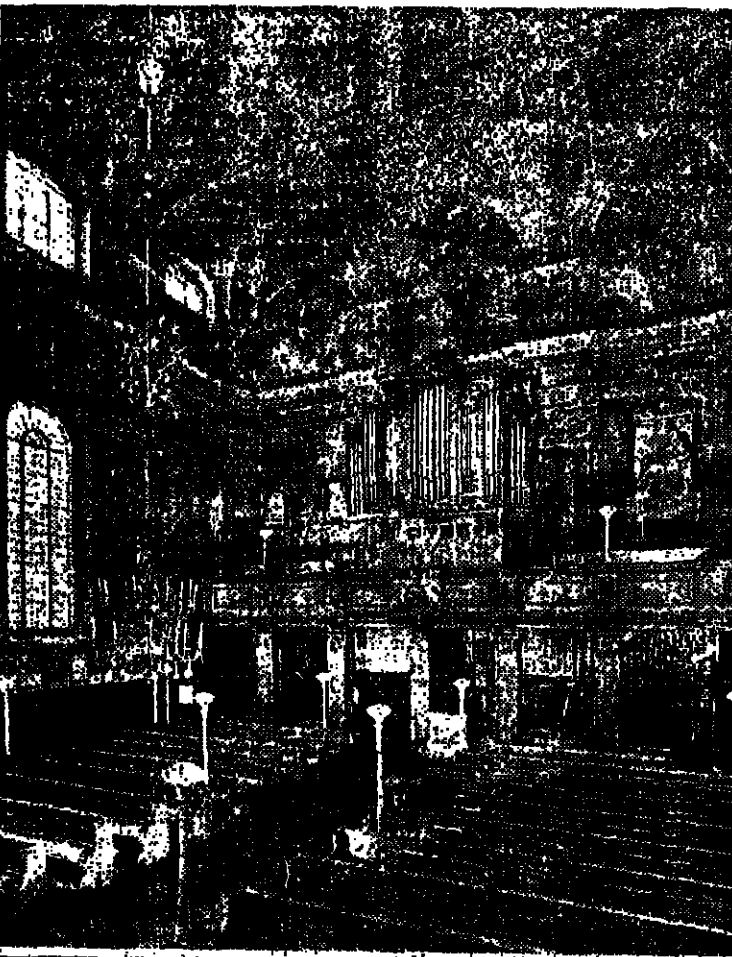
All Saints Church, which was appropriated by Lincoln College when it was founded in 1427, was rebuilt in 1706 after the spire collapsed. The church became a parish church in 1850 but was redundant in 1971. The Oxford Diocesan Trustees with the blessing of the Church of England Commissioners, then offered the church to Lincoln College with the proviso that the Oxford Bellringers should continue to be allowed to ring the peal of bells in the spire which were in the original church building and then installed into the new church when it was rebuilt.

The land on which the library now stands has deliberately not been de-consecrated in case the building ever reverts to its original use as a church.

An appeal to collect funds for the restoration was launched in 1972. Money was obtained from private donation, much from former members of the college, and from the Historic Buildings Council, the Pilgrim Trust and various other charitable organisations. Lincoln College itself raised £100,000 from the sale of various properties which it owned.

Dr Oakshott, who was an initiator of the conversion scheme was praised for his work by Lord Trend, present rector of the college, at the inauguration.

Photograph by Thomas Photos, Oxford



Displaying their faults for all to see

Nervousness, shifty eyes, bad posture, lack of clarity, aims and leadership are some of the criticisms teachers expect to hear voiced about their lecturing.

However, these are some of the observations they were forced to face at this year's annual course for lecturers run by the London University Institute of Education's teaching methods unit at Birkbeck College last month, and attended by British and overseas teachers from all levels of higher education.

By no means all those attending were willing victims of those criticisms. "I suspect that some of the people who come here under some kind of pressure to do so from their departments or universities cannot really refuse," Mr David Warren Piper, the director of the teaching methods unit, said.

A questionnaire to establish how lecturers viewed the course, has been prepared by UNIT and lists 10 areas, ranging from complete willingness to total inability to refuse.

At an encounter problems with recalcitrant participants in the first few days, Mr David Jackson, a member of UNIT and course director, said: "They can behave in a way which they would not accept from their own students, but in the end they relax and participate."

The course was designed to give teachers in higher education a greater insight into their own teaching, to introduce to courses design, teaching techniques and student assessment methods. Each of the 140 participants was given plenty of opportunity to observe that such a course could be a very different experience and training in the gift of few and that most teachers need to be able to examine their mistakes and learn how to avoid them.

Participants were divided into five groups—arts, biomedical (including

clinical medicine), physical sciences and engineers, social sciences and history; and beginners. All in the first four groups needed to have had one or two years' experience of lecturing.

The course content was organized around four main sections: what outcomes were desired; how students learn a topic; what methods were available for executing various teaching plans; how teaching and learning could be evaluated.

Each group was requested before coming to the course to read background papers. In addition, each had a separate time-table and a list of objectives and preparation to be covered beforehand.

The one common theme was the preparation of a talk, lecture or hearing, the following in mind: what the participant was trying to achieve (objectives), what activities he and the students were to engage in (methods), how the students were to be assessed (evaluation).

The talk or lecture varied in content according to the group and was videotaped while being delivered to an audience of colleagues, tutor and an expert in public speaking. Analysis and criticism were initiated both after the talk and after seeing the videotape.

Reactions from participants in this aspect ranged from it being a shock to pure enjoyment. For example, biologists who were divided into groups to discuss and then had been asked to plan a seven-minute talk, which was delivered in front of their colleagues, experts in speech and voice production, reported this as a very enlightening experience.

Following it, the most "used" part of the course was an Australian participant who was going to teach computer science. "I was very nervous and hesitant, but at the end I felt really glad because so

Patrick Santinelli watches some of the 'willing victims' go through their paces at a course on better teaching for lecturers

much effort was made towards making only constructive criticism. Perhaps lecturers are a group apart but this one seemed remarkably happy and relaxed, and gave most of the credit to their tutor who they felt inspired, enthusiastic.

Another point was made by a participant from the Computer Centre of the University of London. "I think we have been lucky to have one of two members in the group who are catalysts and have been able to really discuss problems which they actually encountered."

The feeling was slightly more subdued among the biomedical groups. By one of these will be the threat of completing the talk, videotaped talk, a hurried, unrelaxed, stilted performance could be felt.

The teacher-student appeared very nervous but was obviously making great efforts to control while giving a lecture on embryology with the use of an overhead projector. Her tutor who appeared equally nervous, sat in the front row, with strong criticisms of backtracking, lack of compact mistakes in content, which perhaps led the teacher to be, but definitely, content.

The social sciences and history group was attending a meeting on small group teaching to watch a videotape of the subject introduced by Mr Paul Terry, a student counsellor at the Polytechnic of Central London.

Apart from having to play musical chairs to view the screen, the audience was able to see the improvement which took place in a fortnight in both the tutor and group of students of geography at University College.

The first recording was apparently a typical replica of what used to happen at these meetings. Sadly, it showed a picture of complete anarchy and rigidity, which many teachers in the audience claimed to recognize as quite common.

The 28 students had been asked to a paper which they were to discuss at the meeting but during the whole session only two or three contributed at all.

One member of the audience said he felt the tutor had made little effort to encourage his students to talk, that the subject was probably not a good one or sufficiently controversial. He added that it was doubtful whether most of the students had read the paper or understood it. Another teacher-student said the students looked uncomfortable.

"I had a similar experience", one teacher-student claimed. "I found that during the meeting I tried to impose my own conclusions on the students without accepting that they could have reached different conclusions. In fact, at one time I looked on group discussion as a democratic way of conducting a lecture."

The second recording, however, showed a completely different scene. An informal group of students, including one of the girls who had been in the first group, were seen.

Another recording, showing a tutor with a group of graduates discussing the problems of entering a profession, showed a discussion of the teacher as a leader, the role of the student, and the role of the general conclusion was that the most difficult achievement for a teacher was to strike a balance be-

tween being authoritarian and exercising authority, and that only the latter was successful.

Evaluation of teaching is another controversial subject being currently discussed and beginners were addressed by Mr Colin Flood, Past of the Postgraduate School of Studies in Research in Education at Bradford University, who said that the more he read and wrote about the subject, the less certain he felt about the answers.

The current feeling in the country is that there should be an evaluation of teaching, he said. "This country spends more money on higher education than in other sectors of education and some people have the uneasy feeling that perhaps one is not getting value for money. This was one of the reasons for assessment."

He listed the possible means of evaluation—examination, results, class visitation, course content and design, formal student assessment, hearsay, professional visibility, research publication and administration as an index of teaching.

Student counselling is also, he said, much part of a teacher's job and Dr N. Malleon of the University of London, said in his lecture that the two to three years of an undergraduate course about the health of students would attend the health service for minor illnesses but very few for anything really serious.

Talking about mental illness, he said it was very often difficult to recognize it. "On the whole, the psychiatric stability of the average population is above average but one in 50 students suffer from some minor mental disturbance."

However one of the most interesting sections to deal with were the students whose problems of a psychiatric nature were of the normal student intake. Of the 20 per cent sought help for reasons ranging from home sickness to living in love.

Past should be looked at through well-designed spectacles

Tim Benton discusses the new discipline of design history

A somewhat bewildering event has just taken place at Newcastle Polytechnic. The conference—Design: 1900/1960, organized by Mr Norman Oliver, head of the polytechnic's fine arts department—was held as a tentative step towards the discovery of design history, or design studies, as a discipline. It was attended by about 80 designers, architects, teachers and historians of art, architecture and design—all in search of a common identity.

The background to the conference begins with the events of 1968 and the dissatisfaction in many art schools, polytechnics and universities with the role of cultural history in the service of practising designers and architects.

Now that the Council for National Academic Awards is beginning to accept courses in the study of design history and criticism, the deficiencies in the current state of the game are becoming increasingly evident.

The objectives of studying the history of design have never been made clear. This has been partly because the subject has been taken up by people with a wide range of skills and experience all for different reasons.

There are a few specialist design-historians pursuing the study of clearly defined problems in the development of modern design. There are the collectors and connoisseurs, freelance or in museums, who are mainly interested in objects for their aesthetic and rarity value.

There are the cultural historians who use design as an expression of popular culture or

social hierarchies. There are the historians of art or architecture who drift into design studies in pursuance of favourite themes. And there are designers and those who teach designers in search of case studies and critical examples for use as direct teaching material—rather like the games of Paul Morphy or Alekhine are used by chess players to test out their own skills.

The formal business in hand at the Newcastle conference stated the problem explicitly. There were lectures of almost every possible kind. From the architecture and theory of Le Corbusier, to that of Le Corbusier, from design in the 1920s in France and Germany to the high styling of the Detroit car body designers of the 1950s; from the sociologically based study of owner occupied housing in the 1930s to that of local authority high-density flats (Quarry Hill, Leeds); from comics and streamlining to chair design.

If the lectures are ever published one thing at least will be clear: there is a healthy diversity and eclecticism of approach in the subject and a very wide range of aims and techniques, as well as taste.

This must be one of the subject's strengths. At least the conference showed what the range of options were and what may be gained by vigorous cross-fertilization. Design historians are not yet a body of academic knights in armour, focusing on carefully prepared coronation fields of honour. Nor are they solely a service industry for designers teach-

ing their students to quarry the past for the raw material of creative design. The multiplicity of approach is good. The danger lies in the constitution of methods and falsification of results.

As a group, something like a consensus was arrived at by the end of the three days of discussions. It was that standards of research in the history of design must be developed without losing the fundamental link with the work of practising designers.

The cause of design studies is not served by a concentration on the passing fashions in the design studios. And the cause of design history is fatally weakened by any lack of competence—such as technological illiteracy. Design historians must learn a new grade rather than simply extend the range of the historian of art or architecture.

In this new trade escape into purely formal or aesthetic analysis should not be available as a mask for inadequacy. When design historians begin to try to discover how and why things were produced to look and work as they do—and this they shall have to try to answer the questions from a wider spectrum of knowledge and experience—technical, social, economic, methodological—and from the point of view of the designer, the producer or manufacturer, the salesman and the public. Historical inquiry is not to be abused. There are many more wrong answers than right ones, and the right answers are just as useful to the practising designers as the wrong ones. History should

not always confirm received opinion and contemporary taste, but challenge it and modify it.

Above all, studies in design criticism and history should learn to take up the challenge of public education. We live with a practically impoverished view of the past; with a visual and technological illiteracy which should be a national scandal.

Nowhere is a methodological effort being made to challenge the generalized image we have of the immediate past. We need to sit down and test the myths we believe in about the development of modern design and we need to develop a new and critical vocabulary in evaluate the work of the present and immediate past.

And those two distinct labours must be carried out in parallel and in direct contact. The design historians must train the tools of historical inquiry and the designers must train the historians to understand their subject-matter better.

Newcastle was a start, and a promising one. The experience must not be allowed to evaporate. A new conference is promised at the Middlesex Polytechnic in April and perhaps another after that. All that is needed now is adequate support for research and the establishment of disciplined and imaginative courses at every level in education.

The author is lecturer in the history of art at the Open University.

'Student mood changes in direction of realism'

There is no such thing as the typical student and although the student is commonly associated with radical causes, there can be no group in the country which embodies a greater spectrum of political ideas and ideals.

Nevertheless, if students represent anything, and lots of people think they do, then they represent a mood—and over the past five years that mood has changed fundamentally. The youth culture of the 1960s, the product of an affluent and optimistic society, has given way to the somber 1970s.

Students have become much more realistic about what they can achieve. The political minority of students and young lecturers have realized that the message of May 1968, was that students cannot bring about the revolution on their own, even if they want to (and most now do not).

The change of mood in youth generally has been a change towards realism. Objectives have become much more limited, but the change, if you like, has been selfish too.

The Left are still concerned with issues such as Chile and South Africa, but in reality the true student cause of the 1970s lies much nearer home: the need for the student grant to keep pace with inflation, the need to preserve as much as possible of the education service in the face of government cutbacks, the need, at the end of it all, to get a job.

Even the college occupations and the most demonstrations are to highlight particular student grievances. Come are the nuclear disarmament rallies, gone are the boycotts of South African sports and goods, gone are the anti-Vietnam war protests—in their place reigns a stony realism.

The National Union of Students is at present trying to align itself with the Trade Union movement. That's where the future lies, they say. The old image of medieval youth taking up arms against a tyrant, or at least sleeping in a student's room, are clearly out of date, but a college and regional basis, to fight for their rights and settle their grievances.

But the atmosphere of greater realism which now pervades student life has also produced a group of students who are much harder to bring than the predecessors. The frivolity and "rag" type temporary former associated with student life has given way to a greater seriousness which may bode well for the future.

Jeremy Clift

The author is a student at the London School of Economics, and is for- mer editor of *Spectrum*, the London student paper.



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PHILIPS
Simply years ahead.





In his second article on university architecture since 1960, Sir James Richards discusses expansion in the older universities, taking as examples Manchester, Leeds, Edinburgh and Leicester

Most of the "older" universities were first built on central, but by their nature limited, sites during the nineteenth century or early this century (only the Scottish universities are older). Alternatively they were promoted after the war from the university colleges that already existed in a number of cities.

Few have been able to find the land needed for expansion alongside their original sites. Some have even moved out to the periphery. Others have simply had to build where they could. Dispersed in different parts of the city at least, one supposes, helps the student population to become townspeople as well. But it is inconvenient and not conducive to a clear identity.

The boldest course has been taken by Manchester where, on the initiative of the university but with the very necessary support of the city, four institutions which found themselves developing on contiguous areas have joined together to create, by clearing away slum housing and derelict industry, one immense educational precinct a mile and a half long and comprising 280 acres.

The four institutions were Manchester University, the University of Manchester Institute of Science and Technology (UMIST), Manchester Polytechnic (a recent amalgam of various city colleges) and the Royal Infirmary with its medical school. In 1963 they jointly appointed Hugh Wilson and Lewis Womersley as their planners.

It would obviously have been wrong for so large an area near the centre to be isolated from the rest of the city, and one aim of the plan has been to ensure against this. The public in any case enters the precinct to visit the Whitworth Art Gallery, which lies within it, to attend performances in the splendid new auditoria of the Royal Northern College of Music and of course to go to the hospital. Perhaps more significantly, there are libraries and shops, serving housing areas near by, which keep the life going within the precinct, and 4,000 students are due to be increased to 7,000 out of a total of 20,000 students attached to the four institutions.

It is too big to be made a pedestrian precinct: in fact roads bearing quite a lot of traffic cut through it. But this gives it good access to transport and the discomforts are to some extent offset by a system of high-level walkways which will provide a comprehensive pedestrian network once some gaps have been bridged.

The main shopping centre and the entrances to many of the buildings are at this upper level. Architecturally, new buildings in the precinct are carefully planned, but this at least ensures that it remains visually as well as functionally a part of Manchester.

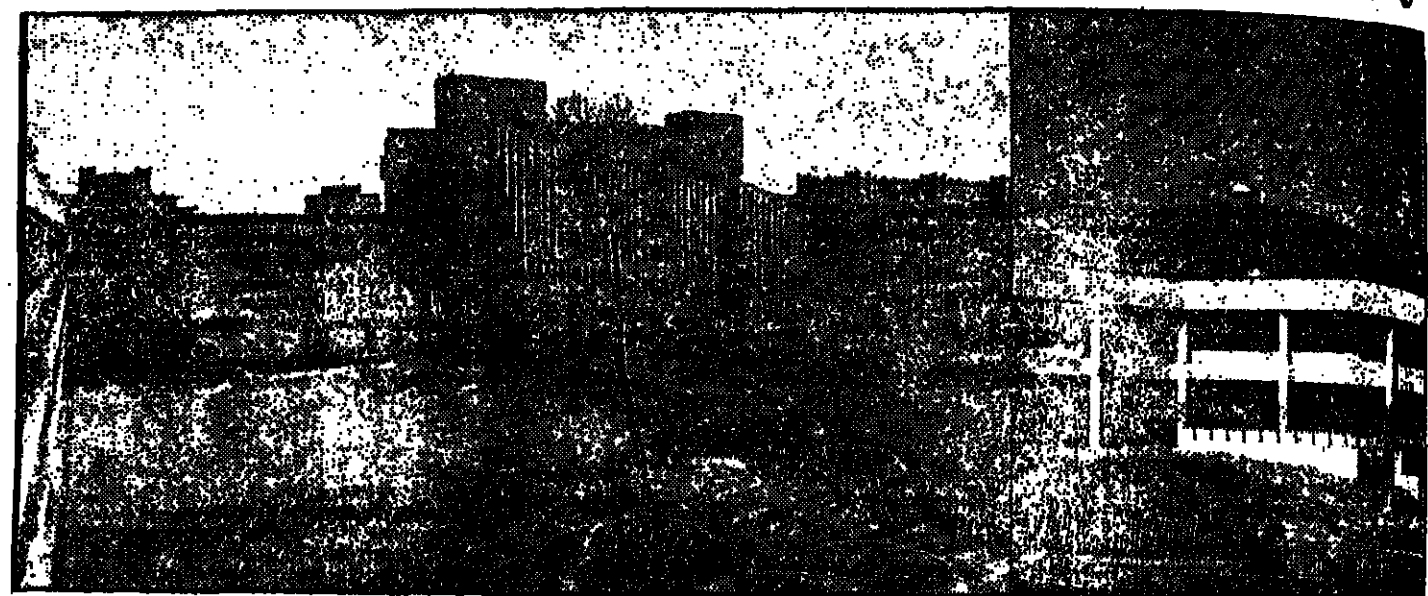
The best example of an old university that has greatly expanded since 1960 but has, exceptionally, managed to do so by extending its original site is Leeds. Much of the residential accommodation is, however, elsewhere; Leeds University was lucky that the adjoining housing, due to redevelopment, was available to acquire them.

It should be added, however, that a kind of city planning has prevented the really close contact with city life that should result from being so near the centre. Between the centre and the university is a barrier of institutional buildings, the rather featureless polytechnic and a huge new teaching hospital now being built. It is of course functionally advantageous to have the university and medical school side by side, but a vast area of housing, buildings interestingly well-planned, is being built to the west of the university, so that the city is not excluded from its activities.

The original university buildings, being on the highest point of the site, remain a city landmark. They date from the 1920s and are typical of that time. Leeds's tragedy is that when it began to expand after the war it made no advance architecturally, but tried to build itself inwards with a number of new buildings of deplorable design.

The union building, the "man-made fibres" building, and a range of engineering buildings on the northern edge of the site are as

Growing up within the city limits



Left, Leeds University Chancellor's Court—has a real monumental quality; right, Edinburgh University's student centre—bold conception.

chimsy and lifeless as anything built in Britain at that time, and the first two stand immovably in the way of any intelligible connection between the older buildings and the new.

A fresh start was made in 1960, and Chamberlain, Powell and Bon were asked to prepare a master-plan, which has become the basis of the present expanded university. Their new buildings step, in a series of courtyards, down the hill towards the city—or, rather, towards the site of the new hospital, the design of which (by other architects) seems insufficiently related to the university buildings.

The slope has been skilfully exploited, not only to enclose a sequence of interestingly varied spaces—one of these, Chancellor's Court, has a real monumental quality such as modern architecture seldom achieves—but to create a circulation system which helps to unify the whole university, making of it an organism instead of the mere assemblage of buildings it was 20 years ago.

The system consists of a number of internal streets passing through the teaching buildings, each at one level. The main street, known as the Red Route, begins at ground level in the older part of the site and, because of the fall in the ground, emerges at third-floor level in the southernmost science buildings.

There is at present one gap between the recently completed library, along the shoulder of which the Red Route passes, and the original university buildings. This will be filled on completion of an already projected teaching block—the next, in fact, on the building programme.

For the immediate programme will then be finished, although the master plan allows for a considerable extension of the sequence of courtyards. The buildings enclosing those so far built make use of another ingenious device: they rest on identical clusters of columns, each with a hollow in the centre housing service pipes and stairs. This allows the floor space to be used for science or arts purposes as required, giving unusual flexibility between one department and another although of course denying any one department a separate external identity. The buildings have a constant and vigorous architectural character derived from a bold articulation of glass and concrete elements.

The upper storey of each building is a penthouse designed for residential use, but available alternatively for the department beneath it to extend upwards if need be, thus creating more flexibility. The master plan also provides student housing on the western part of the site, only a small proportion of which has so far been built.

This comprises a compact group near one corner of Chancellor's Court and a long range of rooms facing onto a development of green space which has been very successfully opened up a little more to allow it to make a more positive contribution to the total layout. The student housing is in red brick, instead of the concrete used elsewhere, to accord with the old houses that still stand around the edge of the site.

Leeds University's whole area, as is proper in this urban context, is intensively utilized. The plan is that, even if there is a considerable growth in numbers (Leeds is already one of the larger universities, with 8,500 students), the present teaching accommodation will suffice.

Residential accommodation is a major matter. Between 35 and 40 per cent of the students are housed in university-owned buildings, but most of these are suburban bungalow residences, a form of housing which, with its institutional overtones, is not much liked by the present generation.

Their purchasing situation tends to emphasize a time-to-life participation in university life and also creates transport problems, including parking problems, in the university

itself. What is required, especially until more residential accommodation can be built on the main site, is centrally-placed student flats which it will need the city's cooperation to provide.

If Leeds represents the large university which, as regards teaching accommodation, remains after expansion all in one place, Edinburgh University can represent those that have expanded simultaneously in different parts of the city.

It has managed to do so without distributing its buildings too far apart, so there remains one quarter of Edinburgh in which the university is the dominant element. But this has only been done at the cost of exporting its science departments, which could not accommodate themselves to the existing grain of the city, to a separate site—King's Buildings—in the outer suburbs.

This is, in effect, almost an independent science community as it has its own common rooms and refectory. All science is concentrated there except for some first-year teaching in the Appleton Tower in George Square.

King's Buildings dates from long before the 1960s and was at first poorly planned and designed, having the look of an industrial estate. But improvements have been made; a new road between the site and the inevitable golf course has taken through traffic out of the centre, landscaping has been introduced, and there is a large new building for mathematics and physics with a lecture-theatre wing (the architect being Hardie Glover) due to be finished in 1976. This will help to hold the rather scrappy assortment of buildings together, although the King's Buildings environment can never be other than confused.

In central Edinburgh the scattered nature of its buildings has involved the university in the city's own planning policies and a long drawn-out controversy about a ring road has delayed many decisions. This ill-conceived proposal has at last been abandoned but the university remains, in the sense that few other universities (except Oxford and Cambridge) now are, at the mercy of the city authorities.



Leicester's Charles Wilson building.

In order to make possible its major development of the 1960s, Edinburgh University had, in the preceding decade, to fight a planning battle which it won at the cost of much unpopularity. This has lasted, in some preservationist circles, to this day.

The battle was over George Square, which had to be taken over and rebuilt for university purposes if the whole university was not to be forced out to King's Buildings, and more widely scattered, new site, or to find some other outlying site, or to find an already built-up part of the city. George Square was not far from the original sixteenth-century university and many of the houses in it were university-owned or occupied.

The sacrifice of a handsome residential square has been fully justified, since a university has acquired a spacious setting in the heart of the city, and, more importantly, the square will form, when the complete for removing more of the traffic, an enclosure equivalent in modern terms to that originally furnished by the courtyard of the Old College.

The houses forming the western side of George Square are still intact and are due to remain. The new buildings the university has put up on the other three sides are in quality. The medical school is the most west corner is a disgrace; by contrast the library on the south-west corner (designed by Sir Basil Spence's Edinburgh office) is one of the most distinguished new buildings in any British university.

The most prominent buildings are the on the east side, the Home and Appleton Towers, both by Robert Mathew and John Marshall. They are competent buildings with some sensitive manipulation of space on the lower levels, but the whole idea of space at this point, and especially of this building, is a mistake since they intrude most unduly on the precious Edinburgh skyline. The city has since adopted stricter height limits for new buildings.

The eighteenth-century Old College now has no touching function, except for the school, and has been beautifully restored. The university's administrative centre, however, is and George Square an ambitious new building is nearing completion.

This is the Student Centre (by Morris and Steadman), a focus of non-academic activities which the university's dispersed layout will make especially valuable. The building is somewhat brutal in style and is set through a large concourse roofed by a plane dome—a bold conception but with a question mark against its acoustics.

There are plans to extend this building to wards McEwan Hall, the nineteenth-century assembly hall built for the medical faculty but serving the whole university on formal and large-scale occasions. When this happens there will be a splendid opportunity to erect another pedestrian enclosure between the two, giving the university—in Old College here and in George Square—a sequence of communal spaces closely related in fact and form.

Edinburgh University has 11,000 students but its housing problem is different from that elsewhere: the university is in a danger of becoming an isolated community because of the Scottish tradition of flying lodgings or attending university from home. Less than 20 per cent of the students are in college-owned accommodation.

The largest development—four years in the making—is its architecture as well as its educational in conception—is Pollock Hall, a group of halls of residence on the eastern edge of the city. A more interesting prize in which the university is now engaged is the conversion of old tenements into medieval-style student flats. This has been done with great success at Mary's Court.

A number of Britain's present universities including several that have expanded since

limits

since 1960, began as university colleges and achieved separate status only after the war. They include Southampton, Hull, Exeter and Dundee. Leicester University has been chosen to represent them all in this article.

Leicester has been the most enterprising architecturally, though Southampton and Hull have some good new buildings. It was dominated at the beginning by rich townsmen and the city never seems to have felt itself involved in its development.

Leicester University has, nevertheless, within the city—though not in its centre—and its small campus (only 20 acres) is closely built up in a well-controlled urban style. The campus contains no residential accommodation, the nearest being a small group of self-catering flats—the style of town to come into use just outside the gates. These, and some similar accommodation near by, will house 700 students.

Most of the students living in university-owned accommodation (1,800 out of a student population of 3,700) are in halls of residence that have been built, mostly since 1960, in the grounds of large suburban mansions between one and three miles from the campus. A good part of Oadby, just outside the city boundaries, has in fact become, as a result of far-sighted land acquisition, a student residential area.

This is convenient enough in its geographical relation to the campus, but inevitably encourages a minority mentality, and does nothing to involve the student in the life of Leicester itself. Given the small size of the campus there was perhaps little alternative. Leicester has fewer lodgings available than most cities because of the high proportion of women who work in its textile and boot-and-shoe industries.

The suburban halls of residence are by a variety of architects and most are admirably designed, especially College Hall, Knighton, by Trevor Dannatt (1960), Digby Hall, Oadby, by Richard Sheppard (1962) and Stamford Hall, Oadby, by Denis Lasdun (1964).

The building of halls of residence in the area goes back to 1950 and the fact that some of the more recent are also the best, in spite of cost limits having been progressively reduced, shows how increasingly important a factor is the choice of architects.

Similarly on the main campus the choice of architects in recent years has been knowledgeable and imaginative, under the guidance of Sir Leslie Martin. There has been no attempt at a consistent architectural image, with the result that Leicester University offers a fascinating array of disparate designs by some of our most interesting designers.

In Leicester's compact campus this deliberate rejection of a unified total design, such as Leeds, for example, has achieved, takes on the acceptably miscellaneous character of the streets and squares of a normal town, relieved, however, from the latter's normal weight of wheeled traffic. Students are not allowed to bring cars on to the campus.

Among the more interesting buildings are Sirling and Gowan's spectacular engineering building of 1963, the Charles Wilson building (for various social uses) by Denis Lasdun (1967), and the library, built only last year by Castle, Park, Dean and Hook. This is a glass-fronted extension of the university's original building, a dignified yellow-brick edifice erected as a mental asylum in 1837 and now housing the administration. The new buildings make a splendid foil to it and draw the eye away from some dreary neo-Georgian buildings put up in the 1950s.

At the other end of the small campus is a group of science buildings, laid out in 1957 by Sir Leslie Martin and designed in the early 1960s by him, by Colin St. John Wilson, and by the Architects' Co-Partnership. The Martin layout surrounds an enclosed garden court with sensible buildings, mostly in yellow brick and more sober in style than some of the university's later architectural adventures.

The science layout is only spoilt—and to a minor extent—by the Adrian Building (for biology) built in 1967 by Courtauld's Technical Services, a construction company that supplied the design as part of the package. It is too bulky for its situation as well as being insensitive in detail.

Leicester University's planned building programme has like those of most other universities, been brought to a halt by the economic situation. But one new development is nevertheless going forward: the construction of a medical school to serve the Royal Infirmary, now being enlarged, and two other hospitals. Leicester has not hitherto possessed a teaching hospital; so the medical school, which will add about 800 students to the university's numbers, is an important addition.

The new building, by W. P. Johnson and Partners, successors to the practice firm that designed the Adrian Building, (to which it will be linked by bridges across the road that bounds the campus) is under construction and will come into use in October, 1976. Cost-cutting restrictions would have meant bare concrete externally and the university is spending a considerable sum of money giving it a better standard of finish.

Alan Cane visits the freshers' conference at Southampton University

A welcome to issues and bewilderment

You would need a powerful microscope to detect a Marxist cell at Southampton University these days. Described by a senior administrator as "possibly the most middle class university in the country", it presents to newcomers a solid and reassuring aspect redolent of the universities of 20 years ago.

In stark contrast to some institutions where, one reads, students are indoctrinated with hatred of senior staff from the moment they arrive, academics, administration and the students union at Southampton work together to make the newcomers feel at home.

It may well be a sign of the times that probably the most subversive comment Southampton freshers heard in their first 48 hours on the campus came from Professor Laurence Gower, the vice-chancellor.

Ralling against the "lunacy" of a Government decision to increase student grants by only 22 per cent while inflation was running at 25 per cent, he told successive groups of first years throughout the day: "I'm sure you all feel strongly about the level of your grants, and my God, so do I."

Southampton is a big university and about 1,600 freshers went through the rigours of registration last week. For many, their first impressions of Southampton must have been coloured by the sight of the "Toastrack", a splendid scarlet Dennis bus of great age owned by the engineering society, waiting expectantly outside Southampton station.

Accommodation is a serious problem for students and there is a shortage of suitable flats in the city. Freshers, however, live in university-owned premises in their first year, and the authorities were visibly relieved that they had been able to find places for all (with the exception of 56 men in temporary accommodation while decoration in their hall is completed).

The halls provide a range of different accommodation—self-catering or partial board. The intention of the union is that all the halls will be mixed by the end of next year. Few of the freshers realised they would be moving into mixed halls, but none were against the idea and some positively relished it. Bill Torrens, a law student who felt his experience at boarding school was proving invaluable in conquering the strangeness of the first few days, said: "I am delighted. After 10 years in a single sex school, it is a great change."

But if a place in hall solved the immediate problem of a roof over one's head, it entailed the certain prospect of a large hole in one's bank account, and it was clear that all new students saw money as their chief problem. Last year it cost £274 for 30 weeks in a self-catering hall; this year the cost is £365, a rise of 33 per cent. Few freshers had much idea how this would affect them. As one put it: "I can't say, I haven't paid the fees yet."

The union has few illusions, however. Southampton is hardly politically extremist now, although only a few years ago the far Left was in control. David Hughes, this year's president, is a second-year historian and Liberal. Philip Davis, vice-president and in charge of education and welfare, is a Labour Party member of Fabian persuasion. Both emphasize that relations between the



Intent and attentive: beginning as they intend to continue?

administration and the union remain good despite severe differences of opinion over tactics. Mr Hughes and Professor Gower, for example, recently visited Lord Crowthorpe, Minister of State for higher education, to discuss university finance.

At this year's freshers' conference everybody was presented with a statement from the union which set out the significant issues. These were student grants, education cut-backs, hall fees, refectories and the university canteen.

But for most freshers, these problems were submerged in the bewilderment of arriving at a new institution. Several spoke of being impressed by the size of the university and the number of people they did not know. In spite of the efforts of the union and the administration most felt they were very much on their own.

One antidote was the round of events, films, discos and dances put on by the union. At Chamberlain Hall (women only) a local rock group, played while freshers from the hall and from the neighbouring Glen Eyre Hall (mixed) got to know each other.

Brief interviews with a small number of first years provided no real surprises but gave the impression that the kind of student who comes to Southampton probably has not changed much over the years.

Martin Coles, for example, had come to read acoustical engineering and for him it was the course offered that settled the matter, as it was for Paul Granville who will be reading for a degree in ship science. Southampton has an enviable reputation in both these subjects.

Paul said he had every intention of having a good time at university but he intended to mix work and pleasure judiciously; his aim to make a career in ship design was very important. Martin, whose ambitions ran along the same lines was concerned about his self-catering flat: "Either we don't work much, or we don't eat."

Nicola Branton, doing combined honours in English and French, thought she had come to university to get an education, although her impression after 12 hours of the freshers' conferences was that academic work seemed to take second place.

However, Keith Jones, taking environmental

science, said she had not wanted to get a job, and was attracted by the idea of living on a grant. The reality was settling in early: "I thought I would get more than I am getting," she said ruefully.

Almost everybody thought it would be difficult living on their grants and there seems little doubt that the chief difficulty is the parental contribution. While only a very few students got the full grant, many parents find it difficult or are unwilling to make up the difference.

Angela Roberts, studying history, said she had come to university to get a degree and to get away from home. This view was shared by Noel Greenwood, reading physics, who said: "I wanted to learn about myself and how to live with myself and other people."

Both Angela and Noel agreed that they would have to fit their social life around their work, although they were enthusiastic about the new freedom of choice open to them.

None of the students I spoke to confessed to any political commitment—one social scientist explained that his real ambition was to go into the Civil Service, and he would have been just as happy there as at university.

Although most already knew of the controversy over the levels of student grants, few students knew anything of the financial difficulties facing the universities. Few knew anything of polytechnics, although Paul said he believed they were equal in worth to universities.

None of the students would have gone to a polytechnic in preference, although one, clearly jaded that the expected rock group had failed to materialize instead of a folk group, commented bitterly: "At a polytechnic you have to go home every night and not go to useless barmy dances. A success much to the relief of hall presidents Steven Goodall and Dana Tucker, who had organized it. Dana confessed she had not slept for a week with worry, some indication of the effort that the union officials put into the freshers' conference.

The overall impression was that the old university virtues still hold strong at Southampton, and that a lot of time and trouble is taken over getting things right for the freshers. Of course, you cannot get it right for everybody, like the very unhappy physicist from Essex, Angela who had no real idea of why he had come to university, no real wish to get to grips with his subject, and who thought he was a victim of the educational treadmill.

What did the future hold for him? What was his ambition, while at university? "To enjoy myself," he muttered miserably.

IDS COMMUNICATIONS

A revised and updated List of Writings on Development Studies by IDS Members is issued as an annex to the 1974 Annual Report, and includes a List of IDS Publications. Books and main research reports are included from 1968, and articles and papers from June 1972. IDS work is published internally through two series: printed Communications and xeroxed Discussion Papers, which report on completed studies and work in progress. The quarterly Bulletin publishes brief, direct articles on themes of current importance to those concerned with problems of development and seeks to fill the gap between academic journals and newspapers and periodicals. The Register of UK-based ongoing research in Development Studies is issued periodically, and will be revised in 1976.

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Recession refills the halls

from Alison Wolf

WASHINGTON
At the height of the student protests of the late 1960s, and the accompanying assault on the university's *in loco parentis* role, college dormitories (or hostels) were forsaken in favour of off-campus apartments and houses.
Many administrators found themselves with a quarter or more of their rooms empty, and closed dormitories down. The State University of New York at Buffalo, for example, cut back its beds by a third, converting one building into offices and renting another as a home for the aged. This year, with a waiting list for campus housing, the old people have gone and the students are back in residence.
According to the Association of College and University Housing Officers, occupancy rates in the 500 largest colleges have risen for the first time in five years, to 98 per cent. That means the colleges in question have about a million students in residence and are collecting about \$680m in gross revenues this year.
In many of those colleges, too, waiting lists are enormous. Some are renting blocks of rooms in local hotels and many are turning single rooms into doubles and doubles into three-bed rooms.
In part, the student return is the result of the colleges' own efforts.



University of Chicago: students are flocking back to campus living.

Restrictions on alcohol, visiting hours and guests have been relaxed or abandoned, and many hostels are now mixed. Universities have added special facilities, like exercise rooms or coffee houses, which are unavailable off-campus, and the University of Utah even offers special courses in wilderness survival and downhill skiing exclusively for residential students.
More important, however, are the recession, which has cut back both the number of jobs available for students and the amount of money they receive from their parents, and the accompanying inflation, which has raised off-campus rents and meal costs.
In addition, students in many areas are finding apartments increasingly hard to get. Housing starts are substantially lower than last

More women PhDs, but little effect on job bias

from Ian Anderson

STANFORD
America's most prestigious universities are awarding more and more PhDs to women, but predominantly in the areas where women have traditionally obtained their higher degrees, according to research by two Seattle academics. They are also awarding fewer doctorates to men.
However, in some fields PhDs for women and for members of minority groups are still so infrequent that there will be virtually no improvement on university faculty recruitment in spite of affirmative action programmes, the research indicates.
The research was done by Dr Joseph McCarthy, professor of chemical engineering at the University of Washington, Seattle, and Dr David Wolfe, professor of public affairs. Their findings appear in *Science*, the journal of the American Association for the Advancement of Science.
Dr McCarthy and Dr Wolfe surveyed the 46 universities belonging to the Association of American Universities, which includes Cornell, Harvard, Massachusetts Institute of Technology, Princeton, Stanford and Yale. The universities supplied information on the number of doctorates conferred in each field from July 1969 to July 1972, and the number conferred or expected to be conferred from July 1972 to July 1975.
The 46 institutions, which have produced 75 per cent of all doctorates awarded in the United States, are currently awarding about 60 per cent of all doctorates, and are seen as a key source of supply of new faculty. The authors suggest that, if affirmative action programmes in the United States are to succeed, these univer-

sities will need to increase the number of doctorates from women and from minority groups.
The total number of PhDs from AAU institutions for 1972-75 will be only 0.1 per cent above the figure for 1969-72—53,327 compared with 53,295, the survey shows.
This small increase is a result of substantial changes in the representation of women and minority group members. Majority (ie white) women have increased by 34 per cent to 10,451, minority men have increased by 61 per cent to 2,134 and minority women have increased by 133 per cent to 964. But doctorates for majority men are down by 9 per cent in 1972-75 to 39,773.
In the six-year span, women received about half of their doctorates in only six fields—anthropology, biology, education, health, sciences, psychology and Romance languages. They continue to be poorly represented in engineering and in some of the physical sciences.
The percentage of doctorates for women was less than 10 per cent in each of the following fields: geography, astronomy, economics, mathematics, religion, common science, applied mathematics, geology, agriculture, atmospheric science, business administration, physics, engineering and operations research.
Also over the six-year period, all doctorates awarded to members of the four minority groups (American Indian, Asian, Black and Spanish-origin), 52 per cent were in five fields: education, engineering, chemistry, foreign languages, and psychology. Blacks received most of the minority group PhDs in those in engineering and the natural sciences.

'Open University' gets under way

by Günther Kloss

West Germany
Germany's first Distance University (*Fernuniversität*) was officially inaugurated last week by Dr Johannes Rau, Minister of Science and Research for North Rhine-Westphalia. Its headquarters are in Hagen in North Rhine-Westphalia and it is now admitting its first 1,286 students.
The new institution will function as an independent, fully integrated comprehensive university and its students will follow courses at different levels leading to both conventional degrees and diplomas. Initially, the university plans to offer courses in mathematics, economics and education.
It is intended that the university will, like any traditional institution, eventually provide research facilities for its academic staff. A major difference between it and the British Open University is that, at

least for the time being, broadcasting will not be used. Instead, teaching will chiefly be by means of correspondence texts, cassettes and tapes.
So far 26 study centres have been designated in towns which can offer the necessary space, are easily accessible by road and rail and have good public libraries. In a few instances, the centres form part of existing higher education institutions. Students are expected to use the facilities of these centres. Like the Open University's study centres, they will provide the opportunity for students to meet their teachers, course tutors and counsellors, and to meet fellow students. They will also serve as examination resources.
It is envisaged that a full-time student will normally study for some 40 hours a week and on average one fifth of his time will be spent in the study centre. The entire

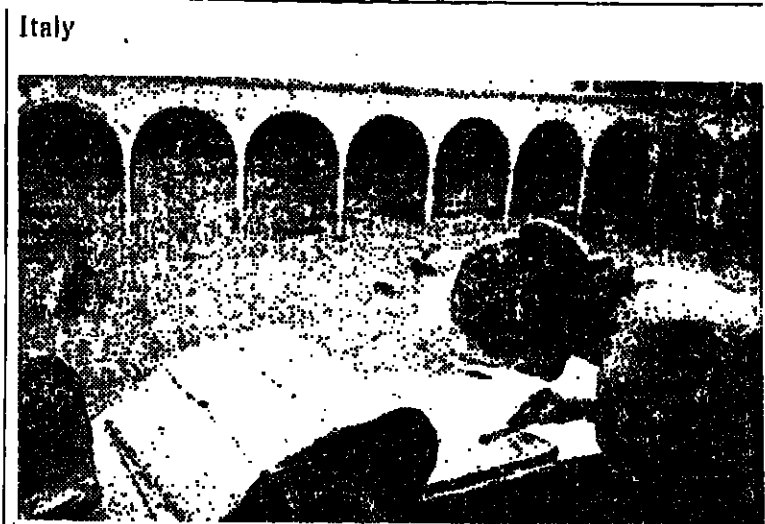
annual study programme is planned to extend over 47 weeks—34 weeks of work at home, four weeks of courses at the centre, five weeks of examination preparation, and two weeks each for sitting the actual examination and for preparing the next year's courses.
A key function of the *Fernuniversität* will be to take pressure off existing universities in North Rhine-Westphalia which by the early 1980s are expected to have some 300,000 students, almost 90,000 more than at present. The *Land* Government is also looking for cheaper ways to provide higher education and estimates that the cost of a student place will be about one third of comparable costs at conventional universities, provided some 9,000 students register in the first phase of the university development. The eventual student target figure to be achieved after five years, is between 20,000 and 30,000.

Fresh clamp on campus 'militants'

from William Chislett

MADRID
A decree establishing university disciplinary committees has been signed by General Franco in an attempt to stop further strikes by teachers and students and prevent incidents such as the closing of Valladolid University (*THES*, March 21). The university, shut since February, reopened this week. In the past discipline was administered by deans or through direct police action.
The new committees will censure "undesirable" students and have the right to expel anyone who is considered a trouble-maker. The decree gives the committees power to take the "necessary measures to maintain and restore academic order and fulfil the duties inherent in the functioning of a university". There will be no right of appeal.

Another part of the decree limits the number of times that students can re-take their examinations to four. Previously students could re-sit their exams indefinitely.
This will mean that children from wealthy families, many of whom take years to pass their exams, will have to work a little harder. But it could go against the working class, whose children make up only 3 per cent of the student body. Although tuition fees are low (science subjects £24 a year and arts subjects £22), books are very expensive, libraries are few and accommodation hard to find (£88 a month for an average hall of residence). In such conditions many students need several attempts to pass a subject.
Meanwhile meetings have been taking place between professors of the various faculties in Madrid over the problem of overcrowding. Madrid's Complutense University will have an estimated 125,000 students this academic year, although it can only officially take about 100,000.
Professors are also worried about plans to build a university 30 miles outside Madrid at Alcalá de Henares. Some see this as a deliberate policy of centralization at a time when they feel more universities are needed in the provinces.



Restoration work after the Florence flood disaster.

More training urged for art custodians

from Patricia Clough

ROME
The need for specialized post-graduate training for the men and women who take care of the country's vast wealth of artistic and archaeological treasures has been emphasized at a conference here by Signor Giovanni Spadolini, Italy's first Minister for the Cultural Heritage.
The problem is urgent. Each year thousands of art works are stolen, grave-robbing loots the unexcavated remains of ancient cities, frescoes and statues moulder and crumble in the polluted air, while ignorant or unscrupulous people alter or destroy beautiful buildings.
The local superintendents of fine arts, antiquities and monuments whose task it is to protect and improve this heritage, are fighting a losing battle for sheer lack of staff and funds. But an additional problem is the want, not of artistic, but of practical training.
The average superintendent and his assistants, emerge from university with an arts degree, usually in history of art or archaeology and, after passing the state examination, find themselves in a job with no idea about how to restore a damaged picture or to take a fragment of vase from a ruin or what precautions to take against fire.
That was not enough, Professor Bruno Molajoli, a former director-general for antiquities and fine arts, told the conference. Specialized professional training in the scientific and technical business of preserving artistic works was needed. This should include a vast range of subjects which the universities at present ignore: numismatics, manuscripts, old printing techniques, musical instruments, ceramics, tapestries, restoration, buying pictures, preventing thefts, distinguishing forgeries and knowledge of the habits of the clandestine art racket.
The conference, organized by the Istituto Accademico Romano, a foundation set up by big banks, industries and public corporations to foster cultural life in Italy, was not agreed as to which body should provide such training.
Professor Molajoli favoured the idea of a specialized institute on the lines of those already run by other branches of the state administration such as the telecommunications and the railways.
But Professor Massimo Pallottino, professor of Etruscology at Rome University, argued that it should be provided by the universities themselves.
The increasing tendency to entrust specialized training and research to non-university institutions was the greatest threat to the universities' position as the main centre of culture, he said.

Court evidence reveals major campus infiltration by FBI

from Thomas Cahill

NEW YORK
During the 1960s and 1970s the Federal Bureau of Investigation was engaged in a variety of covert activities aimed at stifling opposition to Government policies on college campuses throughout the country and at weakening or destroying relatively small student organizations that it deemed to be subversive.
The FBI activities were part of its domestic counter-intelligence programme, or *Colintelpro*, which first came to light when an FBI office in Meadville, Pennsylvania, was robbed of *Colintelpro* documents in 1971. The late J. Edgar Hoover, the long-time director of the FBI, then put an official end to *Colintelpro*—though many suspect that similar activities continue under another name.
Now new evidence about *Colintelpro* has emerged as the result of a suit filed against the Justice Department by the Socialist Workers Party and the Young Socialist Alliance.
Nearly 3,300 pages of documents relating only to FBI activities against these two groups were turned over to the Socialist Workers Party and the Young Socialist Alliance.
Additional documents obtained under the Freedom of Information Act by Carl Sagan, a reporter for the National Broadcasting Company, indicate that *Colintelpro* was used against several vaguely defined categories of American citizens—"New Left", "Black Extremists", "White hate groups", as well as against the American Communist Party and the socialists.
It has also been revealed that the

FBI created and distributed its own campus newspapers—*anonymously*. *Armstrong* *News* went through a few issues in Indiana State University, going so far as to claim opposition to the Vietnam war but then quickly asserting that "disaffection with national policy is being used by a few to seize the university and to strike at the heart of the democratic system."
Another newspaper was called the *Rational Observer* and made the rounds at Oberlin College, Ohio, in Washington, DC. It described itself as "an attempt by a small group of students, who love democracy, to preserve democracy." It went in for slogans such as "war can only be abolished through war."
Much of the FBI activity against the socialist groups in have consisted in writing hundreds of anonymous letters—letters that had to be approved by the director himself—before they could be mailed. Such letters were sent in 1968, for example, to the parents of two students at Oberlin College, Ohio, who were participating in a fast to protest against the war in Vietnam.
One letter suggested that the fast was being guided by "a group of left-wing students who call themselves the Young Socialist Alliance, and who were cynically using the people". The letter was signed "an interested student".
Socialist professors made another favourite target for anonymous letters, sent either to their university, in attempts to get them fired or to an appropriate legislator in elaborate attempts to get them investigated.

Drive opens to stamp out cheating

MORE and more of America's great universities and colleges are abandoning their honour codes in the face of widespread student cheating and are instead introducing formal examination procedures and codified sanctions for offenders.
Although the large state universities, where there may be tens of thousands of undergraduates and classes of over 100, have always required formal adjudication of examinations, most of the older private colleges trusted students to take examinations honestly and without supervision.
However, cribbing and copying, sometimes involving large groups, and even interference with fellow students' laboratory practicals have become increasingly common.
Some universities are unwilling to pressure against reporting to the authorities, and because penalties tend either to be severe, as at Johns Hopkins, where failure in the course closed a student's career, or to be after long and painful proceedings, as at Gettysburg College.
Instead, students have demanded increasingly that the system be changed. Hopkins is abandoning its code in favour of proctors at examinations after a poll in which 30 per cent of students admitted cheating and a referendum in which the change was approved.
Stanford is considering getting rid of its code, and Amherst and Notre Dame, respectively one of the most prestigious liberal arts colleges and the greatest Catholic university, have already abolished theirs.
A major factor in the breakdown of the old system is certainly the increasing importance of high grades as entrance requirements for post-graduate schools. Instead of obtaining a liberal education before moving to high-prestige jobs in a secondary where graduates are rare, today's students know that a BA is worth little.

New high for adult learners

WASHINGTON

Data released by the federal Government show record numbers of Americans enrolling in adult education. In 1972-73, 15,750,000 people attended courses, nearly double the number of college students working for degrees, and more than the number of pupils in the final four years of secondary school.
In 1957, only 13 eligible adults were involved in adult education as against one in eight now. Nearly half the participating adults in the most recent survey were in occupational programmes, and Vietnam veterans who accounted for a fifth of the total, were even more likely to be taking these as opposed to general education courses.
While many adult students take courses attached to colleges, universities and schools, over two million attend courses sponsored by employers, a million and a half are in private vocational and business schools and several million others are attending programmes run by unions and professional associations.
In addition to formal courses, several million more attend hobby, sports and other classes run by community organizations. Together, the huge and disparate areas of adult education involves over one million staff, its clientele tends to be already fairly well educated with only 4 per cent of those taking adult education courses reporting that they had not completed high school.
Students are fairly equally divided between men and women. However, men have increased twice the rate of men, and total 28 per cent more than in 1969.

Texas regents spark staff boycott

WASHINGTON

The appointment of Dr Loree Rogers as president of the University of Texas at Austin has brought forth a storm of disapproval not only from students and faculty in Austin but from educators throughout the country.
Dr Rogers, a 61-year-old biochemist, is the first woman to be president of a large state university, but she was appointed by the university's regents despite a faculty-student advisory committee unanimously rejecting her four times.
The issue is not Dr Rogers's qualifications—though some faculty members are contending in a suit that she is not a qualified administrator—but the regents' actions. The regents' actions, say critics, are "outspoken, liberal professors—but the right of faculty and students to have a say in the choice of their chief administrative officer."
The American Association of University Professors has been particularly vigorous in its denunciation of the regents' action. The AAUP argues that "the 1956 Statement of the Government of Colleges and Universities, jointly formulated by the AAUP, the American Council on Education and the Association of Governing Boards of Universities and Colleges, calls for joint effort of a most critical kind to be taken when an institution chooses a new president."
Now, faculty have voted overwhelmingly to call for Dr Rogers's resignation. They are also urging the legislative assembly to force the regents to appoint a presidential committee.

Coloured rector under fire

from Louis Hotz

JOHANNESBURG
Students at the Coloured University of the Western Cape—scene of conflict between students and staff in the past few years—have joined issues with their principal, Dr B. van der Ross, on the question of racial discrimination at universities.
Dr van der Ross was appointed rector of the university last year after the student disturbances and was the first Coloured man to hold such a post in South Africa.
Now the students have become increasingly critical of the rector's style and political associations, in which some of them at any rate see a tendency to tone down their stand against racial discrimination and to attempt to reach an understanding on the subject. Dr van der Ross drafted a document which rejected all discrimination based on race or colour as a matter of principle but which laid down that the selection of individuals to specific situations could be a matter of personal decision.
The Students' Representative Council refused to subscribe to the document on the ground that it was in conflict with SRC policy that the university should set as its goal the realisation of "the universal academic principle" that no person qualified for study there should be denied admission because of race.

Fewer males want to go to college

According to the Bureau of the Census, 40.9 per cent of male high school students who graduated in June were planning to attend college in August 1975, per cent last year. Two years before that the figure was 45.3 per cent.
Among female high school graduates last June, 46.2 per cent intended to go to college, compared with 42.3 a year ago and 46.5 per cent two years ago.
Only 36 per cent of black high school graduates intended to go to college. Last year, 35.5 per cent planned to enrol, two years ago the figure was 44.6 per cent.

Funding body cuts back on aid

The Danforth Foundation, one of the country's more important donors to higher education, has announced that it will no longer solicit new grant proposals in the field of higher education.
During the past 10 years the foundation has spent about \$2m a year more than twice as much as the annual income, except from its investments. Last year only \$2m was spent, and for this coming year Danforth plans to spend about \$7m.
The foundation will, however, continue to sponsor graduate fellowships for students preparing to teach in higher education.

Stanford jobs boost

Stanford University's Business School's annual employment survey shows that this year graduates averaged three job offers each before they left the campus.

77 private colleges forced to close

Since 1972 some 77 private colleges have either shut their doors or ceased to exist as independent units, according to figures released by the National Council of Independent Colleges and Universities and the National Center for Education Statistics. 36 colleges have closed for good, 12 have been "merged" with large institutions and nine are now under public control.

Of the 77 colleges, 51 were four-year institutions, the remainder were two-year colleges. Fifty-five of the colleges admitted both men and women, 17 were women's colleges, five were men's colleges. Thirty-two of the institutions were under religious auspices, 22 were Roman Catholic.

Sex equality chances of women

from Mike Duckenfield

OSLO
Women applying for university and college jobs ultimately filled by men are likely to be given the right to demand written statements from employers setting them out. Given educational and other qualifications, women were possessed by the successful applicants.
The right, which would also extend to men who were passed over in favour of women, could lead to a major influence in opening up more senior teaching and research jobs to women. A recent survey by the Bergen University found that only 2 per cent of Norway's university teaching staffs were women.
The proposal is one of several to promote equality between the sexes in a Bill recently presented in the Storting by the Norwegian Government.
Only the second of its kind, the Bill also seeks to give men and women working for the same employer equal opportunities for training, further education and leave of absence for tuition.
Although the Bill aims to promote equality between the sexes, the emphasis is on improving the position of women.

from Mike Duckenfield

It is not yet clear, however, whether the Bill might affect positive discrimination of the kind at present applied to achieve a better balance between the sexes, for instance, in recruiting more men into primary and pre-school teaching. The proposed law would have mainly enforced equality, with appointed ombudsmen and a seven-member board of appeals, two members of which would be appointed by the Federation of Trade Unions and two by the Employers' Confederation.

Australia

Colleges fear cuts all round after modest Budget rises

from John Kirkaldy

SYDNEY
Increasing fears are being expressed in Australian higher education circles that proposed cuts in expenditure will lead to reductions in staff, students and research. The commissions on Universities and Advanced Education, for example, have asked for A\$1,780m and A\$450m respectively for the next financial year but this year's Budget has allocated only A\$510m to the universities—a rise of A\$8m in the coming year, compared with A\$208m rise the year before. Colleges of Advanced Education will receive A\$5m more than the A\$360m they got last year.
Rumours of cutbacks in staff and equipment abound. In a recent letter to the heads of schools at the University of New South Wales, Dr Rupert Myers, the vice-chancellor, asked them not to enter "into any further long-term financial commitments... The practical effect of this decision will be that advertising and staff vacancies will cease for the time being and we will

avoid entering into any substantial commitment to purchase equipment."
The Budget temporarily abandoned the triennial expenditure scheme and asked the commissions to make further reports by next March for a new triennial starting on January 1, 1977. With inflation running at an annual figure of 17.1 per cent and unemployment rising, most observers think it unlikely that increased spending in such terms is possible.
The long-term future is bleak. "Universities will be in a very serious position if the reported cuts are made," said Professor R. Williams, vice-chancellor of Sydney University. "We would have no choice but to reduce the intake of students and staff."
This situation could affect British academics. Lecturers earn between A\$11,500 to A\$15,000 (about £6,750 to £8,250), while professors can often earn A\$20,000. If the staff situation does become more tight there will be strong pressure to reduce or cut out altogether these migrants.

India

UGC boosts in-service work

from A. S. Abraham

BOMBAY
The University Grants Commission is to award teachers in colleges and universities special fellowships to enable them to get the advanced research qualifications they are now required to possess if they are to keep their jobs.
At the same time as the UGC revised teachers' pay-scales (although not all provincial governments have yet accepted them), it laid down fresh obligations for them. Previous to this, teachers were paid, voluntary work, now, it will be unpaid and part of the job. More importantly, until now, an ordinary MA was enough to become a lecturer; now, new recruits must have a PhD, or at least an MPHil or a M Litt, both higher research degrees.
The fellowships are meant for teachers in services who do not have advanced qualifications, they will have to get them within five years from the day the higher pay-

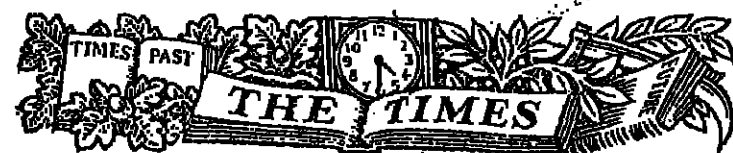
scales come into effect. Those under 35 will be awarded three-year fellowships; those between 35 and 45 one-year grants.
During this period, they will be on study leave and, since the college which employs them will sponsor them, they will have to undertake to work for at least five years from the time they rejoin. When they come back, they will get the increase in salaries and increments to which they would normally have been entitled.
The UGC has also devised schemes to improve the quality of teaching. Post-MA or MSc diploma correspondence courses will be offered to teachers. Six-week refresher courses will be available at national, "advanced-level" institutes; six to eight English-language teaching institutes will be set up for the benefit of teachers of English and a "university leadership programme" will be started under which outstanding teachers in a subject will give special coaching to lecturers.

Canada

Northerners left out in cold

Higher education opportunities for students from the Canadian North are inadequate, according to a report by the Association of Universities and Colleges of Canada (AUCC).
A key problem is the psychological and cultural differences between northern students and those in urban centres and large institu-

tions in the south, where most have to study.
The report, *Northern People and Higher Education: Realities and Possibilities*, was commissioned by the AUCC to investigate the ways in which higher education affects the peoples of northern Canada and to assess the role of Canadian universities in relation to northern education and research.



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The case for student loans and sixth-form grants

Would it be a good idea for a research council to support a five-year project by giving it generous support for the last three years, but no funds at all for the first two? To pose the question is to invite ridicule. Yet the question is the principle on which our funding of full-time education beyond the compulsory school-leaving age is based. For the two years of A-level study in sixth forms and further education colleges, maintenance grants are not normally available. For three years of advanced study at university or polytechnic (though not, it should be noted, for anything as directly useful as a plumbing course) a grant, subject to a test of parental means, is automatically forthcoming.

An economic crisis is a time for rethinking priorities, for sharpening and redefining policy aims and for examining rigorously the effectiveness of the instruments chosen for achieving particular aims. It is not a time for indulging in a paring down of every item of spending that happens to appear on the balance sheet. There is a real danger that the present economic crisis will lead to just that.

Financial support for 16 to 19 year olds in full-time education demands, largely on the discretion of local authorities. All the indications are that this is one area of expenditure where they will be seeking economies. At the same time, the value of the student grant has been reduced on the basis of a price index, which is arguably inadequate for calculating the real costs of being a student; the grant is now worth 15 per cent less than it was in 1962. The parental contribution scales, though they have not been adjusted, were such that last academic year, according to National Union of Students' estimates, 40 per cent of undergraduates entitled to parental contributions were not getting the full amount.

So the onus of proof for keeping the present system of student grants intact on those who would preserve it. The latest broadside from the Institute of Economic Affairs is a disappointing challenge. It argues in favour of undergraduate loans from the point of view of the taxpayer. Economists, who believe that our education system would be more efficient if it were able to respond directly to the demands of its consumers.

The author, Mr Alan Maynard, an economic lecturer at York, indicates considerable sympathy for suggestions that students should pay, with the aid of loans, the full cost of their higher education, and not just the nominal fees charged at present. He argues that young people, and parents, are just capable of making informed and long term judgments about the benefits of education as they are about the benefits of consumer durables. In a highly complex and rapidly developing technological society this seems to be a mildly improbable. The trend of such societies, in the West as well as the East, is towards more central decision making about long term investments, precisely because their individual consumers cannot be expected to make fully informed decisions about what is of ultimate benefit to the community. In education, the problem is even sharper, because the immediate benefits are uncertain and intangible. To equate higher education with dishwashers, tumble-driers and freezers is to ignore how in a modern society education is an investment, not just in "crude economic terms, but in the community's long term quality of life."

What, Mr Maynard does not examine are the arguments in favour of transferring resources for student maintenance from the 16 to 22 year-old age group to the 16 to 18 year-old age group. The only national system of financial support for the latter is the tax allowance to their parents. Like all tax allowances, this is of no benefit to poorer parents. Although the possi-

bility of abolishing the allowance and redistributing it in the form of a means tested grant should be examined, this raises the difficulty of adding further to the plethora of allowances available only to those with a certain income level, which create the notorious "poverty trap".

A national system of grants for 16 to 18-year-olds, which was recommended two years ago by a Commons Select Committee, deserves more serious thought. It is argued that abolishing grants for undergraduates would deter many working-class students and girls from entering higher education. This may be true. Yet it is at 16, not at 18, that girls and youngsters from working-class backgrounds drop out.

Once in the sixth form, a girl has a better chance of going on to some form of higher education. And from their estimated 50 to 60 per cent representation in the school population as a whole, the proportion of working-class youngsters in sixth forms drops to about 33 per cent—not much better than their 26 per cent representation in universities, unchanged for half a century. Nor is there any evidence of high proportions of working-class students on courses in further education colleges or polytechnic entry.

This is not surprising. The peer group pressures for high consumption are probably greater in the teens than later. The sixth-former who cannot own a motor bike will be more conscious of the financial deprivations of full-time education, compared with contemporaries at work, than the undergraduate living in a wholly student community.

Any system of grants for undergraduates would almost certainly mean, in the present climate of budgetary stringency, loans for undergraduates. There would be little support for the full-cost loan system, which the IEA seems to favour, nor would students be expected to repay the loans in full if their subsequent earnings were inadequate. The loans would be recouped through the tax system.

The night turn out to be advantages even for the students themselves. For one thing, they could have adequate maintenance support during their courses. For another, they would be freed of the hated maintenance system which, though it might be appropriate for those who are now, in almost every other legal sense, adults.

The NUS argues that students with rich parents would be at an advantage, because they could rely on their families either to pay off the loan or to provide money that would avoid the need for a loan entirely. For it also argues that rich parents are so mean and their children so sensitive about their adult dignity, that many students, under the present system, either do not receive or do not accept parental contributions.

The poorer students, on the other hand, instead of finding that he has to make all the financial sacrifices now (when neither he nor his parents have the resources) would be able, while taking his course, to enjoy some of the material benefits that will accrue to him in later life.

There are, nevertheless, obvious drawbacks to ending the system of student support that has underpinned British higher education for nearly 50 years. An end to grants may also mean an end to the short courses and low dropout rates that characterize British universities and polytechnics in comparison with their overseas counterparts. Any inquiry must take these powerful objections into consideration. Yet the time is ripe for a fresh look at precisely what our grants system is supposed to achieve and whether its most effective means of achieving its objectives.

Experiment with Choice in Education, Hobart Papers, 64, Institute of Economic Affairs, 21.

LETTERS TO THE EDITOR

Rape of reason at PNL

from Mr E. D. Duggan-Ryan

Sir—With regard to recent publicized revelations on the current situation within the ill-fated Polytechnic of North London, I may be recording some instances which have contributed to the climate of fear, apprehension and inertia presently prevailing throughout parts of that institution.

The business studies department of PNL has a pretty good reputation for academic standards generally and for propriety in the matter of examination procedures in particular. So it was with some trepidation that I recently took over the supervision of the HND sandwich course in business studies within the department.

My first task was to prepare a report which highlighted the unsatisfactory nature of the department's sandwich course student placement programme. I made certain tentative recommendations for rectifying the position. But I was soon informed that if my proposals involved any extra work for any members of staff within the department I might well find myself "under the wheels of a car, the driver of which would be well insured for any such eventuality", and that if I was still under the wheels of a stone staircase at the polytechnic's Camden Town building.

I persisted, however, with my attempts to bring the HND sandwich course in business studies up to the standards required by the Department of Education and Science, only to find that my personal filing cabinets had been broken into and that certain of my papers had been expropriated and interloped with.

It was not a pleasant experience, and as the variety of such similar intimidations increased, I was eventually forced to relinquish my course leadership. Foolishly, perhaps, I thought that I might still have the satisfaction of my teaching to keep me occupied, but three days before this session was due to commence I discovered that I had been effectively timebanned out of all of my courses within the department.

I have fortunately been able to find some work elsewhere within the polytechnic, but the brutally tough events which were engineered to persuade me to maintain an unacceptable status quo are still fresh in my mind. I am sure that my colleagues and many students either do not wish, or do not have the opportunity, to counter such

intimidation in the way that I have. Yours faithfully,
E. D. DUGGAN-RYAN,
Department of Business Studies,
The Polytechnic of North London.

from Mrs Jan Miller

Sir—I refer to your issue containing extracts from the book *Rape of Reason: the Corruption of the Polytechnic of North London* (THES September 26). I was a student at this polytechnic in the Department of Teaching Studies, joined the college in October 1970, six months before Mr Miller became director, and witnessed the unsavoury activities of the students union at this time and from then on.

I have read the book and confirm what the authors say about the behaviour and style of the students union executive. It was just as cynical, manipulative and intimidatory as is claimed.

One final point, on bias in teaching. In my own department there was a substantial part of the course which, in my opinion and in that of many of my fellow students, was not education but indoctrination. This, combined with lack of emphasis on teaching skills, results in the cruel infliction upon children of teachers inadequately prepared.

Yours faithfully,
JAN MILLER,
1 North End Road,
London, W14.

from Caroline Cox, Keith Jacka and John Marks

Sir—The writer of your two-column editorial in THES, September 26 of our book *Rape of Reason* does not appear to have read the same book as the reviewers in the rest of the press.

We have been surprised to read Mr Miller's statement that "the battle for the Polytechnic of North London has been won" (THES, October 3). The very first week of the new term has seen renewed and widespread attempts at defamation and character assassination, intimidation and personal abuse in the students' union media and in a campaign of welcome to new students by the union president.

We cannot share the director's complacency. Our book explains why. We could also tell much more but for the constraints of space and the laws of libel.

Nevertheless, the director's comments appear to give an astonishing reassurance to the potential disrupters that no disciplinary action will

of the young, their example is not helpful.

Yours faithfully,
MICHAEL ARGLES,
The Library,
Lancaster University.

Jokes in print

from Professor H. H. Rosenbrock
Sir—The mock advertisement which you published (THES, August 15) is probably best forgotten, but before it is consigned to oblivion there is one point I should like to make.

Any member of staff of a university is free to write to the press, but if he claims to write on behalf of his colleagues he should have their approval. Dr Barney showed an early draft of his "advertisement" and I told him I thought it was a piece of silliness. Others of his colleagues were happy to treat it as an office joke, but did not wish to see it in print. Dr Barney has apologized for this aspect of the matter.

Nevertheless, difficulties the future may hold for the Coriolis System Centre at UMIST has been very generously treated in the past. I should like to express my own gratitude, especially to the Science Research Council, for the opportunity of working in an area of great interest and potential benefit.

Yours sincerely,
PROFESSOR H. H. ROSENBRICK,
The University of Manchester
Institute of Science and Technology.

Civil service fees

from Mr D. L. Mumby
Sir—The correspondents who have commented so kindly on my letter

ever be taken against them. The problem of the college is localized in only two departments.

These comments are all the more surprising as the director, with many other people, has conceded that the facts given in *Reason* are correct—and the facts raise fundamental issues as to the role of the polytechnic in society as a whole.

Yours faithfully,
CAROLINE COX,
KEITH JACKA,
JOHN MARKS,
The Polytechnic of North London.

from Mr P. A. Duployn
Sir—It's more than tedious to be Terence Miller's strictures as a student militant repeated yet again, conveniently diverting attention from his record as director.

We hear nothing of the said administrator the polytechnic efficiently, to reconcile deep divisions and to gain the confidence of staff and students. Mr Miller failed in all these tasks and so the staff recognized his own shortcomings instead of shifting responsibility for the college's mismanagement to others.

Yours faithfully,
P. A. DUPLOYEN,
Wolsley Avenue,
London SW19.

from Mr Alan Parker
Sir—If the extract from *Reason* published in *The Times* an accurate indication, this is an apt description of the current situation in the polytechnic.

In the spring edition of *Studies Quarterly* (student representation in polytechnics) Mrs Cox and her associates used, to say the least, a selective account of certain events at North London Polytechnic which, in the hands of the editors, would appear the methods of the same. The middle-headed regard for logic and critical analysis is immediately suggested much greater political, social and economic vitality, where historians were clearly not imprisoned by a single orthodoxy, and where different and challenging interpretations proliferated.

In the last decade or so historians have rediscovered the political and ideological conflicts of eighteenth-century England. In these two books E. P. Thompson and his allies present evidence on the considerable social conflict in eighteenth-century England. In doing so they have revitalized eighteenth-century studies.

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Thus, the mere writing of the book is a major work of historical detective and a feat of imaginative reconstruction. It was an enormous task to explain the laws and social institutions of the forests, the lives of keepers and poachers, and the

More of the *Whigs and Hunters* editor that has been published recently will be published in the week.

An historical detective

Whigs and Hunters: The Origin of the Black Act
by E. P. Thompson
Allen Lane, £6.50
ISBN 0 7139 0991 9

Albion's Fatal Tree: Crime and Society in Eighteenth-Century England
edited by Douglas Hay, Peter Linebaugh and E. P. Thompson
Allen Lane, £7.50
ISBN 0 7139 0975 7

E. P. Thompson's last book, *The Making of the English Working Class* (1963), was a controversial, provocative and enormously exciting work. It proved that he is one of the most stimulating historians working in Britain. His knowledge of source material, his impressive intellect and his command of language marked him out as a first-rate historian. But it was his imagination and sensitivity, his ability to explore previously uncharted territory and to make much of neglected evidence, and his success in communicating both his findings and his own passionate interest in his subject that really commanded admiration. When it was learned that he was pushing his research interests further back into the eighteenth century, this naturally interested other historians working in this field.

For too long the influence of Sir Lewis Namier has dominated the study of eighteenth-century England. Namier was such a great historian that his conservative interpretation of the political and social history of the period became, in the hands of his disciples, an orthodoxy that only fools or heretics would challenge. For decades historians concentrated on high politics and local elections, on the exercise of patronage and influence, and on the evidence of subordination and deference among the poor, and on the harmony and stability of the political and social order. Not surprisingly, the study of the eighteenth century was largely abandoned by all except the most dedicated scholars. Research students, undergraduates and even sixth formers not unnaturally preferred to study the seventeenth and nineteenth centuries, where the evidence immediately suggested much greater political, social and economic vitality, where historians were clearly not imprisoned by a single orthodoxy, and where different and challenging interpretations proliferated.

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conflict between the property rights of the owners of the forests and the customary rights of the users of them. Thompson not only uncovers the social history of this forgotten world, but in doing so, presents a thesis of importance. He shows how the law came to protect property rather than people, how it came to express the conservative ideology of the Hanoverian Whigs, and how it illustrates and defines the social relations of eighteenth-century England. While Thompson's sympathies are clearly with the poor foresters and he has some harsh things to say about Walpole, this is no Marxist tract against the wicked manipulators of the law by selfish men of property. In a highly personal, but brilliant conclusion, Thompson shows that he is well aware that the law is not simply the expression of power, but is concerned with ideal values. He acknowledges the fact that, while the rule of law in the eighteenth century did more to benefit the rich than the poor, nevertheless the legal procedures that were instituted could even inhibit the exercise of arbitrary power by the Government itself.

Thompson's influence is apparent in *Albion's Fatal Tree* though he contributes only one of the six essays in this volume. This book was largely conceived during the course of seminars that Thompson held at Warwick University in the late 1960s. The four other contributors have all worked with him and all show signs of being much influenced by him. They share an interest in the same social problems of crime and disorder, and reveal the same sympathy for the poor and the down-trodden. They are not merely interested in crime, but in how it is viewed by the perpetrators and by those in positions of authority. Like Thompson, they are primarily concerned with the ideology of those in power and with the social conflict that resulted from the clash of property rights and customary rights.

All six essays are interesting and valuable. Since five of them are from forty to sixty pages long, they are needed and deserved to be published in this form rather than being scattered in the *Journal of Modern History*. This is not to suggest that they are all of the same quality. Three of them explore new themes without offering conclusions that are particularly significant or original.

These are the essays by C. W. Winslow, on the struggles of Essex, John Rule on the activities



"The Reward of Cruelty"—Hogarth's view of Surgeon's Hall where the bodies of hanged criminals were dissected. From "Albion's Fatal Tree".

of the wreckers on the Cornish coast and Peter Linebaugh on the riots at Tyburn that were provoked by the efforts of surgeons and their agents to acquire bodies for anatomical experiments. Rule's essay is the most coherent and well presented of these three, but his conclusions are the least significant. Winslow's contribution is both sound and interesting, without being brilliant. Linebaugh concentrates too much on the riots themselves and on the medical needs of the surgeons, while only touching on the fascinating topic of the attitudes of the poor towards death and mutilation of the body after death.

The three remaining essays are of exceptional quality. E. P. Thompson contributes a fascinating piece on the most unlikely of topics: the writing of anonymous threatening letters. From this seemingly unimportant material he shows just how untrue it is to describe eighteenth-century England as a land of moderate consensus. Instead of the deference of the lower orders, so much remarked upon by other historians, we are treated to displays of hatred, sedition and rebelliousness.

Even more significant than Thompson's essay are the two contributions of one of his former students, Douglas Hay, whose essay on poaching is a first-rate piece of research and writing. But it is Hay's other essay, "Property, Authority and the Criminal Law" that is really remarkable. Although at times he gets side-tracked into too much discussion of evidence and methodology, his basic thesis on the ideology of those in power should be read by every student of eighteenth-century England.

These two books offer convincing proof of the existence of considerable social tension and conflict in eighteenth-century England. They are the product of a radical viewpoint of the authors, they are primarily interested in understanding this conflict rather than in apportioning blame. Where they are most open to criticism is in their description of these social tensions as manifestations of class conflict. I am not convinced that the conflict between rich and poor is best understood as a class conflict. I am convinced that these two books are enormously valuable contributions to our understanding of eighteenth-century England and that they deserve to be widely read.

H. T. Dickinson

Practising Utopia

Studies in the Colonial History of Spanish America
by Mario Góngora
translated by Richard Southern
Cambridge University Press, £6.50
ISBN 0 521 20686 3

One of the most fertile areas of recent historical research has been colonial Spanish America, and one of its leading practitioners Mario Góngora. This book is exactly what his title suggests—a forthright and magisterial summary of the latest research. Beginning with the practice and theory of the conquest of America, Góngora discusses the early controversies over the Spanish right to rule, continues with a skilful survey of the administration, the labour problem and the origins of the Enlightenment, and ends with a wide-ranging discussion of the utopian dream in America.

The book, as its author admits, is neither a textbook nor an original monograph, but contains a great deal of both. Though some students may therefore find it somewhat compact and advanced, scholars will derive considerable benefit from its insights. Much of the ground covered is inevitably very familiar, but Góngora has drawn on his great learning to create a balanced and frequently original exposition.

The book is very strong on certain themes that the author has made much of: the theory of the conquest, for example, or the reception of the Enlightenment—and then on

others. Not much economic history surfaces here, nor does so important a theme as black slavery receive more than passing mention. Given such gaps, which the author admits to be deliberate, the reader is left with a detailed and stimulating revision course in most of the major topics of early American history.

It is particularly satisfying to read for the first time, since no historian other than Silvio Zavala has hitherto devoted much attention to it, a suggestive essay on utopian ideas and schemes in the New World. Ignorance of this topic among historians is astonishing. Even specialists remain unaware that More's *Utopia* was actually put into practice in America within a generation of its publication in Europe. The mythological consequences of the discovery have been discussed largely in the context of the European Enlightenment. It is timely then to be reminded that the Americans too had their own myths. Góngora gives us in a few deft strokes all the essential of what was the original American dream, the dream of people like Columbus, Mendota, Las Casas and Juan Eguía. For these and others, Góngora reminds us, "America became a sort of counter-utopian design which, it was hoped, was an anticipation of the course to be followed by Europe": a new world, in short, to redress the defects of the old.

Henry Kamen

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HUTCHINSON

BOOKS

Exemplar of socialism's problem

The Second Chinese Revolution by K. S. Karol, translated by Mervyn Jones, Cape, £8.00, ISBN 0 224 01117 1. Liu Shao-chi and the Chinese Cultural Revolution by Lowell Dittmer, University of California Press, £7.15, ISBN 0 520 02574 1.

The Cultural Revolution, ten years old this autumn, opened new doors to our understanding of the Chinese road to socialism. By now the cruder western interpretations have mostly been jettisoned. Hardly anyone still sees it as a lawless reign of terror, or an attempted military coup (or a very different perspective) simply a revolt of the true left against the state bureaucrats. There is now a fairly general agreement that the Cultural Revolution was, above all, an attempt to make socialism work in everyday life—in its "human relations" as well as in the more familiar socialist institutions.

Many China scholars in the West, entranced in the parochialism imposed upon them by two decades of Cold War scholarship, still find it hard to say this very clearly. Karol, first a socialist, second a journalist, and not a China scholar, does it very well. He provides a vivid and generally reliable account of the Cultural Revolution, buttressed by insights from his own two visits to China in 1965 and 1971. But beyond this, he has succeeded in the much more significant task of placing the Chinese experience within the context of the twentieth-century global revolution.

China, Karol writes, has "posed in a fresh way most of the problems of socialism which are ours too". It really comes down to one problem, which is how to continue to revolutionize society after political power has been won. At first it seems relatively easy: take over the means of production and distribution was the root of capitalist

evil, then it should suffice to place them in the hands of the collective or of the state.

The ugly experiences of the Soviet Union upset the old determinist view that this transition to socialism must inevitably be completed, provided only that the enemies of the state were kept at bay and that the productive forces (meaning, mostly heavy industry) were fully developed. The harsh paradox, as Karol describes it, is that while the working class may overthrow the political power of the bourgeoisie "at a stroke", it cannot immediately abolish the division of labour upon which the power of the bourgeoisie is based. The risk of "completely destroying the apparatus of production" is that workers will still receive unequal rewards, enterprises will still be tempted to compete for materials and markets, technical and political bureaucrats will still entrench themselves and so on.

From the Soviet failure Mao has drawn the lesson that "growth should speed up and not retard the social revolution". The phrase is Karol's, but like the rest of his perceptive analysis it echoes Mao's own writings on political economy—even though these have only come to light in an "unofficial" collection since The Second Chinese Revolution was written.

Mao's views on how to build socialism were already shaped in theory, Karol believes, by the role of the leadership before the Cultural Revolution. But in practice the Maoist approach was bound to threaten the dominance of a party administration which, however well-intentioned, was still "divided from the people by the logic of facts".

The Cultural Revolution, as Karol reminds us, was a mass movement. Intended (whatever the Chinese now say) to bring about a permanent and popular transformation of established authority. It failed in this respect, but it has shown that the idea of revolution abided the Communist Party again ended up "holding all the strong points in the institutional structure of China". Yet the process has worked subtly: revolutions

that change nothing are an impossibility, and the Chinese working-class has recently become much more assertive.

Karol is far from being an uncritical friend of the Chinese, but more accurately of their official spokesmen and this adds strength to his book. He is totally unimpressed by their account of the Lin Biao affair, cynical towards the reappearance of so many former party and army bosses—"walking like ghosts in the park"—and sceptical on the grosser aspects of China's new diplomacy.

The thrust of Dittmer's equally lengthy but more limited study of Liu Shao-chi and the Chinese Cultural Revolution is conveyed in his sub-title, "The politics of mass criticism". The politics of mass criticism sounds a promising approach and raises a lot of important questions.

Does criticism by and in front of the "masses" still have such a positive effect as it achieved during the early years of the revolution during the great struggle for land reform and against corruption? How well does it work as a tool of democracy inside as well as outside the Communist Party? How is someone—a senior "capitalist-roader" like the rehabilitated Vice-Premier Teng Hsiao-ting—to demonstrate his conversion to the new ideology? Dittmer tackles these questions in the unhappy but almost obligatory jargon of the American-trained social scientist. His aim, he says, is to provide "a useful methodological tool for the decodification of Chinese criticisms". He proceeds in his task with the aid of models and tables, including one which portrays "the intra-monthly criticism depletion propensity for Liu Shao-chi". Elsewhere in this book there is some valuable scholarship in its well-documented analysis of the life of Liu Shao-chi and his downfall, and in a debateable but stimulating comparison between Liu and Mao. The answer to some of the important questions are suggested, but Dittmer's own methodology sometimes requires decodification.

John Glitting

The Bangladesh story

South Asian Crisis: India-Pakistan-Bangladesh by Robert Jackson, Chatto & Windus, £4.00, ISBN 0 7011 2053 0.

Pakistan was pregnant with Bangladesh from the moment of its own birth in south Asia's first partition in 1947, and no account that begins with the crisis of 1965-71, when Bangladesh was born, could be adequate. Robert Jackson looks back to the thirteenth century, as he begins his account of the second partition but the brief chapter he devotes to developments before March 26, 1971, is too cursory, and imbalances set there affect the rest of the book.

In any other form of historical writing, contemporary history requires careful analysis of textual sources, and Jackson is good in that regard. Coming new to south Asia, he reads widely, and cites his written sources carefully. But contemporary history demands additional techniques: "the archives must be found, the bearings there and pursue his inquiries in the field. Then the skills of the historian become secondary and those of the political journalist are required. Interviewing, cross-examining and cross-checking with witnesses very much unknown persistence in investigation, and willingness to leave mysteries unresolved, are always that: every informant contributes a piece of the whole, containing an element of the inaccurate or false because of his own subjective involvement. In that area Jackson was not so successful, and his book is consequently deficient.

Jackson visited India, Pakistan and Bangladesh in March-April 1972, but he refers to that tour only in passing and gives no details of how long he spent in south Asia; what degree of cooperation he was given by the governments concerned; whom he interviewed—or, when he was not free to name names, what kind of people; how

forthcoming, reticent, frank or disingenuous he found his oral sources—such information, the contemporary historian's equivalent of a bibliography, is not provided. But Jackson's text shows clearly enough that he found Indian informants both more forthcoming and more persuasive than those he met in Pakistan.

The outline of the Bangladesh story's first chapter is sharp. On March 26, 1971, the Pakistan army attempted to repress, with draconian severity, a political movement in the eastern Pakistan which the government believed to be secessionist—and which had in fact by that date achieved the *de facto* secession of Pakistan's eastern province. The army's action came late. The commander in the east, General Yahub Khan, had for months been urging the necessity of forceful suppression; but when orders authorizing such action were issued, on March 2, he informed President Yahya that they came too late, the political situation was beyond recovery by military means. General Yahub was sacked on the instant, to be replaced by a soldier of the "three not to reason why" mould, General Tikka Khan. (Jackson makes no allusion to that background.)

Late as it came, Pakistan's military action would have been ineffective, as Jackson notes and would have kept alive—or at least would—the original Pakistan for probably a few more years. But India's intervention made the task of holding Pakistan together by force impossible.

According to published, authoritative reports from New Delhi at the time (apparently misused by Jackson), the Indian cabinet took the decision to intervene militarily in East Pakistan (if that was necessary) as late as the end of April, 1971. That was well before the mass influx of refugees which India was to cite as justification for her involvement and intervention. Jackson notes that India began to support Bengali liberation forces, the

Mukti Bahini, very early, but he nowhere makes clear that the Mukti Bahini was Indian-organized, Indian-trained, Indian-armed and Indian-led. Even that might not be the whole of it. Mr. Morarji Desai, in an interview last summer, said that before he was arrested, in fact, said bluntly that the Mukti Bahini numbered thousands of Indian soldiers, on of uniform.

Jackson's failure to detail India's progressive military involvement enables him to be generous to Yahya Khan. He following a protective "strategy of escalation"—when his own account clearly shows that it was India's strategy to build up the political, diplomatic and military pressure on Pakistan until the translation of East Pakistan into Bangladesh had been achieved. The topsy-turveness of Jackson's perceptions in this crucial regard reaches its high point when he writes that it was Pakistan's fault in the west that "unleashed the full weight of Indian military resources against East Pakistan". When President Yahya at last ordered that half-hearted troops in the west Indian troops were already operating deep inside East Pakistan, openly and in force, Yahya merely declared, but already raging, the Indo-Pakistani war.

There are similar failings in Mr. Jackson's treatment of the League movement in East Pakistan. He notes, for example, that Sheikh Mujibur Rahman's programme included in the useful appendix would entail the virtual secession of East Pakistan if applied in its full rigour—but he neglects to observe that Sheikh Mujibur publicly swore on the Koran not to allow that full secession.

Jackson's book has high virtues: lucidity, a strong narrative, and full documentation—but it is more balanced and definitive than in fact it is.

Neville Maxwell

BOOKS

Slaving over a hot country

Domestic Slavery in West Africa: With Particular Reference to the Sierra Leone Protectorate, 1896-1927 by John Grace, Muller, £5.50, ISBN 0 584 10146 5.

Historians of pre-colonial politics in sub-Saharan Africa have become increasingly concerned with slavery as a key institution in their economic, social and political development. But, as Dr Grace remarks in his preface, "slavery" is a highly emotive word. For people of European descent, it immediately evokes a picture of the injustice and cruelty involved in exploiting African slaves as gang labourers on American plantations, and in recruiting them through the Atlantic slave trade. Such a picture was automatically transferred to Africa as a result of the propaganda, first of the anti-slave trade campaigners, and then of the imperialists who wanted to redeem Africa from what they supposed to be its innate barbarism and to release its resources for the benefit of mankind—not least of themselves.

The evidence now becoming available suggests that what was involved in pre-colonial African society was a system, or a series of systems, which was altogether more subtle and socially pervasive than is suggested by this simple stereotype with its clear-cut morality. It would seem that the origin of African systems of servitude lies in an acute shortage of manpower to meet the needs of emergent ruling classes. Often these were seeking to respond to new stimuli; for example, the demands of foreign or intra-African trade, or the need for security and defence in the face of predatory neighbours. Agriculture and animal husbandry, the essential means to support substantial stable populations, happened to be pioneered in more temperate lands, and tropical Africans experienced consider-



Slaves were forced to dance to keep them healthy on the long sea voyages.

able problems in adapting them to their own environments. Thus nineteenth-century African population densities were no greater than those of western Europe about the tenth century, which, as Marc Bloch showed, were crucial to the evolution of feudal society. In Africa, kings or would-be kings and their followers saw no alternative but to impress into their service men and women from weaker village societies, to produce surpluses of trade goods, to supply and sustain the court and its administration, and to provide the soldiers and administrators, traders and carriers needed to maintain the state and its economy.

All this is known to Dr Grace, though he has chosen to call the resultant systems of social dependence "domestic slavery". This is an inept term taken from the language

of the early colonial officials who had become illegal in the British empire in 1833; about the entanglement of these attitudes with the processes resulting in the proclamation of the Sierra Leone Protectorate in 1896, and how these helped occasion the "hut tax" rebellion two years later; and about what the British did or did not do about slavery in this protectorate until they finally outlawed it in 1927. Much of what Dr Grace has to say on these topics will hardly be new to any keen student of Sierra Leone history (and, for lack of appropriate maps, difficult for others to follow), and it will certainly disappoint anyone seeking new light on the place of slavery in West African history and society.

In only two out of six chapters does Dr Grace directly approach the subject announced in his title. There is a well-balanced, but short, intro-

ductory chapter on domestic slavery in West Africa in the nineteenth century. And it is difficult to know, for example, what the reader will make of a concluding generalization that "the rights of slaves were so limited as to be nonexistent. They could not own land or other property... when earlier it has been said that 'The vast majority of West African domestic slaves lived as free and happy people (than Colaba, Dalmatian or the slaves)... As in West Africa generally, the condition of slavery among the Fwe was not degrading.... The Fwe slave owned property—even other slaves—and... was treated as a member of the family'."

Difficulties of this kind also occur in a longer and usefully documented later chapter on domestic slavery in the Sierra Leone Protectorate during the twentieth century, i.e. under British overrule. Here, for example, there are contemporary observations about the happy state of slaves in Mandingo and Fula slave villages. (But is this domestic slavery?) There is also a 1923 official estimate that 15 per cent of the population were slaves. This may be compared with an earlier remark, relating to about 1898, "Little was known about the situation in the hinterland of Sierra Leone even though about half the population were slaves."

This disappointing book, Dr Grace, like the early abolitionists, finds slavery—or perhaps its recoded stereotype—totally detectable (and rightly so). But he is a historian, not an abolitionist, and he should not have allowed his judgment to interfere with his professional duty. As it is, he has chosen to concentrate on Britain's fumbling attempts to cope with slavery in Sierra Leone rather than to attempt to explain why and how it had become such a vital institution in the African societies that Europeans in their turn had come to rule and to exploit.

J. D. Fage

Begin at the begetting

Family Planning in India: Diffusion and Policy by Piers M. Blaikie, Edward Arnold, £10.00, ISBN 0 7131 5760 1.

A decade or so ago it was claimed that the obvious solution to the population explosion, and most of the world's ills, lay in the spread of family planning. A spate of national censuses, enthusiastically aggregated by international agencies, had revealed the exponential increase, caused largely by rapidly declining mortality in the Third World. This could only be offset by rapid fertility decline, hence the need to spread the gospel of family planning.

It all seemed so straightforward at the aggregate level, but the diversity of individual countries poses much more difficult problems. Not only are population densities, structures and growth rates extremely diverse, but their interrelationships with economic systems, social customs and political regimes mean that attitudes and solutions differ markedly from one part of the world to another, a fact highlighted at the Bucharest conference in World Population Year. Macromodels may contrast sharply with micro-reality, and thus the western-inspired family planning movement has had mixed fortunes, ranging from conspicuous success to outright failure.

Of course, in terms of absolute numbers the key challenges are the Asian giants, China and India, where more than one-third of mankind live. Demographically China is closed to external interference, and is still largely an enigma. India, on the other hand, is much more open, and has 600 million inhabitants, increasing by about 15 million a year, have presented the major challenge to the family planning movement. It was the first large-scale development programme and, inevitably, the literature on this topic is extensive. This volume, however, is certainly a distinctive contribution, being a local analysis of the programme in two of the more remote and backward districts in northern Bihar, one of the poorest states in

India, where health care is skeletal and infant mortality high. In Purnea district alone there are more than four million people—as many as in Norway—and nearly all are villagers.

The important feature of Piers Blaikie's work is that he focuses on the spatial diffusion of family planning at a variety of scales, for multi-scale approaches are rare in population studies and only recently has there been growing awareness of the problems of scale linkages. He starts with the individual decision-maker's scale and the micro-regional scale, using a questionnaire with several stratified samples of 176 couples, and then proceeds to analyse the district scale and finally the multi-district or regional scale, where the author relates how poorer rural areas in India are neglected by family planning services and research.

Piers Blaikie contends that spatial diffusion studies have neglected the inter-village or micro-regional level where the important spatial and social considerations are of the individual, the family, the kinship group and the village. He says that spatial diffusion theory should suggest optimum locations for its agents of change and predict which population groups would benefit from such locations. In short he is concerned with the planning implications of his studies.

In essence, this is an interesting and well-organized research monograph, which shows the favour of being a student of family planning and spatial diffusion. The author's propensity for terminology and abbreviations induces an occasional astounding sentence such as: "Thus, targets for vasectomy, loops, etc. were reached at state level and staff vacancies allocated within territorial hands laid down by the Centre (e.g. that every IHC should have at least a BHW or AIHW, and also an ANM or a ID, but not additionally have both the latter)." Moreover, most of the numerous maps are no more than intricate patterns of symbols which convey little visual impression. This is a book for agents of change rather than the masses, Indian or otherwise.

John I. Clarke

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BOOKS

Power of the classroom

Education, Society and Development: New Perspectives from Kenya
 Edited by David Court and Dharum Ghat
 Oxford University Press, £6.40
 ISBN 0 19 572346 5

Education in Third World countries, particularly since independence, has everywhere been regarded as a major key to national, social and economic development. Enormous faith and resources have been poured into it by almost every developing nation. During the United Nations development decade of the 1960s it was fondly hoped that the positive connection between education and development would be simply proven and that the huge resources of money, personnel and international aid devoted to educational expansion would have helped at least some of the developing countries reach the "take-off" stage in development. Unfortunately this has not happened and although there is still enormous faith in the power of education to achieve national progress, there is also increasing disillusion and scepticism about how this can be achieved and how long the process is likely to take.

The disillusion has resulted partly from the lack of convincing evidence from individual countries about the precise ways in which education can assist development.

It is becoming increasingly clear that until more precise research findings become available about how the process of education works in the context of particular societies and how this affects national development there will be little progress towards the desired goals.

This is the great value of *Education, Society and Development*, based on empirical research carried out mainly by members of the Institute of Development Studies, Nairobi, or by international scholars associated with it. It documents precisely how the present educational system of Kenya is operating in terms of development and how it is contributing to, or more often negating, progress towards accepted individual and national goals. It also offers us something more. Kenya has long been a country where individual initiatives in education have been valued, this has been much exemplified in the national self-help spirit of "harambee" ("Let us pull together"). Local initiatives have started "harambee" secondary schools, "harambee" village polytechnics and "harambee" regional institutes of technology. In an attempt to provide educational facilities which are beyond the capacity of government alone to provide.

Not only do these constitute a valuable addition to government efforts, but they represent also means by which local communities can break out of the vicious circle of irrelevant systems of education, inherited from abroad—something which governments alone seem incapable of doing, largely through the lack of the political consequences. This is not to say, of course, that local initiatives of this sort do not produce problems for the central government of control and integration into the national system, but without them there is little doubt that popular demands for education would remain unfulfilled.

The book covers training, recruitment and employment, the structure and culture of Kenyan education, the issue of equality and allocation of resources, and the role of the individual in the development process. It is a valuable addition to the literature on education in Kenya and in other developing countries. It is a book which should be read by all those concerned with the development of education in Kenya and in other developing countries.

Examples of make-up worn by "Chou" characters in Peking Opera. From *The Chinese Theatre in Modern Times*, by M. Kneker, published by Thames & Hudson at £6.75.

P. C. C. Evans

Foreign money

Appraising Foreign Investment in Developing Countries
 by Deepak Lal
 Heinemann, £6.00
 ISBN 0 435 54460 1

Thirty years ago it was taken for granted that private foreign investment would be welcomed in developing areas that were short of capital, enterprise and managerial and technical skills. Nowadays governments in these areas are expected carefully to appraise proposals for such investment so as to establish their "social profitability" before allowing them to be executed. The difference is not the result of changing attitudes toward foreign investors, who have always attracted suspicion and hostility. Nor does it follow mainly from better understanding of indirect consequences of foreign investment for income distribution, consumption patterns, indigenous enterprise and technology—effects which have lately attracted attention but were not deemed of much importance in the case-studies contained in this book.

The difference is rather the result of the circumstance that foreign investment, instead of being merely welcomed, has been induced by governments of developing countries; it has become associated with privileges such as tax remission, cheap credit, sometimes monopoly rights in certain industries, and other tariff protection. The rule of law does not apply. Investments result from ad hoc bargaining between foreign companies and governments, each exploiting the other to the best of its ability. The need for appraisal of proposed investments is therefore the need to ensure that what is conceded to the foreign company does not exceed in value the measurable gains accruing locally from its activities. As Dr Lal observes, "the social profitability of the host country varies inversely with the degree of effective protection offered, while the private profitability varies directly"; hence there are two limiting degrees of effective protection, and the host country should obviously try to approach the lower limit. Appraisers of the social value of foreign investment would have little to do in a world in which businesses were free to establish where they chose and had entirely to earn their living.

Helped to help themselves

Aid and Dependence: British Aid to Malawi
 by Kathryn Morton
 Croom Helm, in association with the Overseas Development Institute, £5.95
 ISBN 0 85664 024 7

This is the first of a series of studies of British aid to individual countries which the Overseas Development Institute are undertaking with financial assistance from the Social Science Research Council. It deals with British aid to Malawi; others to follow include Botswana, Lesotho, Swaziland and Kenya. As no reasons have been given for the choice of these countries, one cannot be sure whether the title of this volume represents an evaluation of the overall theme in the context of a specific country, or simply the author's choice. It is the former that the series should make interesting reading.

Dependence is a fashionable concept at the moment. Being so, it operates at different levels and in different forms—political, economic, cultural and even intellectual. It has also led to a considerable flow of literature, which, enables one to prove or disprove any number of hypotheses. Is Malawi more or less dependent on Britain? Is the concept of dependence, and if so, to what extent, is this increased dependence the result of the aid programme? To many people such questions are superfluous, in the context of Malawi. This was intended to achieve, and has in fact done, to others, among whom the author of the present volume must be counted, the creation of Malawi was neither the intention nor the result of British aid.

The central proposition of Kathryn Morton's study is that Malawi has done very well since independence, thanks mainly to a "dependent" aid of British aid. A favourable view of external economic circumstances and the political leadership of Dr Banda, it is all very good and true, but it does not tell us very much about the country's independence or

what is more important, its development prospects. At least what it suggests may not entirely accord with what the author has in mind. To build a future without aid, and necessarily budgetary aid alone, but all aid from whatever source it comes, would surely be one of the former indications of Malawi's independence.

However, the author seems to sense this. British aid is being phased out. She regrets this primarily because British aid played a crucial role in Malawi's development since independence, but also because there is a great and growing need for more aid. Unfortunately, she does not square the logic of this argument with the concept and consequences of dependence.

In fact she does not delve into the theoretical constructs and constraints of the concept of dependence. Consequently, anyone who hopes to find a systematic evaluation of the effects of aid on dependence, or vice versa, is going to be disappointed. What he will get is a fairly straightforward factual account of the British aid programme to Malawi since independence and an equally straightforward factual account of the changes which have taken place in the economy of that country. There really is not enough analysis or evidence to suggest that Malawi is more than a "dependent" aid of Britain.

It is well documented and adequately researched. It makes easy reading and it also provides a lot of statistical data and new material which anyone working on Malawi will be glad to have available. But it might perhaps be a good idea to add some elements of comparison in subsequent volumes.

George Abbott

Douglas R. Miller

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